



EYFS Curriculum Statement

Intent

The EYFS department is the start of a child's Huntington journey, and we greatly value the importance that it plays in laying secure foundations for future learning and development. At Huntington CP School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of background, circumstance or need. We aim to work collaboratively with parents and carers to develop independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally, whilst also embedding a positive attitude to school and a love of learning.

To ensure children make good progress, it is our intent to take into consideration the starting points and needs of all our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

- Competent and creative learners, who are curious about the world around them.
- Secure and confident children, who enjoy coming to school and learning new skills and knowledge, building on their existing learning.
- Skilful communicators, who connect with others and play collaboratively through language and play, within a vocabulary-rich environment.
- Skilful mathematicians, who have a deep understanding of early numbers and numerical patterns.

It is our intent to ensure that all children are taught early reading through systematic, synthetic phonics, learning to read words and simple sentences accurately by the end of Reception.

Implementation

Staff consider the individual needs, interests, and stage of development of each child in our Huntington EYFS and use this information to plan a challenging and enjoyable curriculum for them in all of the areas of learning and development. There are seven of these areas:

- **Prime Areas** - Communication and Language, Physical Development, & Personal, Social and Emotional Development
- **Specific Areas** - Literacy, Mathematics, Understanding the World, & Expressive Arts and Design.

We recognise that all areas of learning and development are important and inter-connected. We place a strong emphasis, particularly within our Nursery class, on developing children's skills in the three prime areas, as we recognise that these are the basis for successful learning in the other four specific areas. The balance then shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the prime areas.

Our curriculum is implemented through a topic based, cross-curricular approach, using high quality texts to introduce these. The EYFS curriculum is flexible and is enhanced with children's own interests and questions. We use a Growth Mindset approach to promote positive attitudes to learning, which reflect the values and skills needed to promote future success.

Play-based Curriculum

In the Huntington EYFS, we enable children to learn holistically through play, exploration and experimentation. Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. We believe play is essential for children's development as it allows them to use their creativity, to develop their imagination and to give them a sense of adventure. Through this, they learn essential skills such as problem solving, working with others and sharing. This leads to the development of language skills, emotional literacy and social skills.

Our play-based curriculum includes both children leading their own play and taking part in play which is guided by adults. We ensure that our daily timetable has prolonged periods of uninterrupted play during which adults are able to observe, carefully monitor individual progress and have the time to develop high quality interactions.

Environment

We recognise that the EYFS environment plays a key role in supporting and extending children's development. We plan a learning environment, both indoors and outdoors, that encourages independence and reflects the interests and abilities of the cohort. We use materials and equipment that celebrate the community that the children come from and the wider world. Many of the resources available within our provision are open-ended, to encourage imagination and creativity. We ensure that our environment and delivery of the curriculum incorporate the three characteristics of effective teaching and learning – Playing and Exploring, Active Learning, and Creating and Thinking Critically.

Forest School sessions take place weekly, which increases the children's confidence and self-esteem through exploration and problem solving. The children are encouraged to assess and take appropriate risks.

We use visual prompts including pictures and words on labels, visual timetables and photographs of children taking part in activities to encourage children to be independent in their learning.

Literacy

In the EYFS we plan literacy sessions to ensure children's early reading and writing development. Core texts are used to introduce topics that encourage high quality talk, support language acquisition and spark pupils' imaginations. We believe that an enjoyment of books is vital for the development of language and imagination.

In line with whole-school policy, we use the *Little Wandle* systematic synthetic phonics programme to teach phonics. We deliver discreet phonics sessions daily and aim for the children to practise and apply these skills during real and meaningful activities. All children take part in three weekly reading practice sessions, which have been designed to focus on three key reading skills:

- Decoding
- Prosody – reading with meaning, stress and intonation
- Comprehension – understanding the text

'Helicopter stories' are used in Nursery, which allow children to explore early literacy and the power of words as they see their stories come to life. This inclusive, whole-class approach values every child's contribution. It develops from a teacher scribing a child's story, then the child acting it out with their friends, leading to children writing their own stories.

Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week. Our outdoor provision includes phonic resources with which children are able to word-build using giant grapheme tiles, write with chalk on sound logs and dig for sound stones hidden in the sand and soil. Children have access to a variety of different writing resources, including shaving foam and sand. Our outdoor 'Reading bench' is a cosy area with blankets, cushions and teddies where children can experience reading outside the classroom. The children visit the library once a week to choose a reading for pleasure book to share with parents and their reading buddies from Year Six. Story telling activities also take place during Forest School sessions, and children have access to puppets, role play areas and story baskets.

Maths

Maths concepts and skills are taught through dedicated carpet sessions, focused teaching sessions and maths play during continuous provision. The EYFS environment has been developed to support mathematical concepts such as counting, measuring, sorting, comparing quantities and pattern making. All maths concepts are taught using practical resources (such as Numicon) and real-life experiences, which are often linked to our current topic (e.g. exploring capacity through making magic potions!).

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles: one to one correspondence, stable order and the cardinal principle. Children's fine manipulative skills are a focus area to develop 1-1 correspondence, so that children count each object only once.

Mastering Number sessions take place four times a week in Reception, to secure firm foundations in the development of good number sense and fluency in calculation for all children.

In our outdoor environment, maths is everywhere! The children have access to giant Numicon shapes, number tiles, balance scales, and objects to sort and count. The children have daily opportunities to investigate shape in the construction area / Forest School area, capacity in the water area and counting in the mud kitchen.

Assessment

On-going formative assessment is at the heart of our EYFS practice. Our practitioners aim to engage and be involved with children during their play-based activity, across all areas of learning. Through this involvement, teachers are able to gather a clear picture of where children are in their learning, and of any gaps they may have.

We provide prompt, effective and focused interventions for those children who are finding learning challenging and are not on track to meet year-end expectations. This is provided in an inclusive way, and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals. We have termly pupil progress meetings and three planned parents' evenings. Parents are provided with additional resources and activities to use at home (in addition to weekly, differentiated home learning challenges for maths and literacy), to support children who are identified as not on track in the Autumn term. Individual keep-up phonics intervention begin after two weeks of the children starting school in September.

We use the Tapestry online learning journal to record and share the children's learning with their parents.

Staff meet regularly to discuss observations made, and use them to plan the next steps in learning. The Insight system is used to track pupil's progress internally. Detailed baseline assessments are carried out for the three Prime areas, and Literacy and Maths.

Impact

Through the delivery of a well-planned, child-led and challenging curriculum, we aim that the children will leave Reception as independent learners, with transferrable skills needed to start Key Stage One. Through a system of direct teaching, effective adult-child interactions, child-led learning and detailed assessments, our children make good progress. The main measure of progress within the EYFS is Good Level of Development (GLD).

We aim that our pupils will leave our foundation phase ready for their next stage in education, with the ability to:

- Apply phonics knowledge to read accurately with increasing fluency.
- Write simple sentences.
- Understand and use early numbers.
- Have good personal, physical and social skills.
- Enjoy listening attentively, responding with comprehension to familiar stories and rhymes.
- Demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment.
- Listen intently and respond positively to adults and each other.
- Be resilient learners who are keen to learn and are proud of their achievements.

Discussions take place between the staff in Early Years / Key Stage One and families, for those children who need to further consolidate their learning and how they can be best supported in Year 1. Transition activities and visits are planned for the Summer term.