

Welcome to the EYFS

Curriculum Statement

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start for children at Wreningham.

It is our intent that children in the EYFS at our school begin their learning journey by developing physically, verbally, cognitively and emotionally. We aim to foster a positive attitude to school and develop a lifelong love of learning.

Research shows young children learn best through play and through pursuing their own interests. Our EFYS curriculum reflects this by creating a rich, safe, enabling environment where children can follow their own ideas, take risks in learning and develop their thinking and creative skills. Such an environment allows children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge.

We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking.

By the end of the Reception year, our intent is to ensure the children have the positive learning behaviours, skills and knowledge to enable a smooth transition into Year One.

Implementation

At Wreningham Primary School we use the Early Years Foundation Framework, Development Matters 2022 and Birth to 5 documents to guide our practice.

Our early years' curriculum is based on the four overarching principles in the EYFS Framework (taken from the EYFS Framework).

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates and in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and the children where possible choose where they can learn best.

The curriculum is designed to include a blend of whole class, guided, adult directed play and child-initiated learning activities through Continuous Provision to ensure children are taught the knowledge they need for cumulative gains in learning in a progressive manner as well as following their own interests.

By the end of the year we provide opportunities for children to increase their ability to work independently on tasks ensuring they are prepared for the move to Year One. We also ensure that the curriculum and pedagogy in Year One continues to reflect the independent learning skills children have gained in Reception. Continuous Provision is also a feature of the learning and teaching in the Year One/Two class.

The school follows the Little Wandle validated systematic, synthetic phonics scheme as soon as the children start school. Through this children learn to read and write with accuracy, fluency and automaticity. The Reading Lead holds workshops for parents to support their understanding of how their children are taught to read. Staff are trained and monitored regularly to ensure a consistent and successful approach.

There is a daily maths input and opportunities to teach and extend the understanding of all areas maths are built into the Continuous Provision.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design'.

We provide effective and focused intervention for those children who are finding learning challenging, particularly in the Prime Areas (Personal, Social and Emotional Development (PSED). Physical Development, Communication and Language). Support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

Impact

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools locally and nationally. The staff in the EYFS use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Interventions are put into place to close gaps in learning. Impact is also evident through our successful transitions into Year One.

Staff carry out the Statutory Reception Baseline Assessment in the first weeks of the Autumn Term. Further baseline assessments take place to build a picture of the children's prior knowledge and to inform planning. Our assessment judgements are regularly moderated in school and externally with local schools three times a year. These meetings have replaced Statutory Assessment briefings and Agreement Trialling.

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor.

This ensures that all staff understand the Early Years curriculum offer and how it provides the foundation for subsequent learning for all subjects of the National Curriculum.