

Early Years Foundation Stage Curriculum

Everyone Learning Together

The Newfield Way



Intent

At Newfield, we believe that a robust and successful early education prepares pupils for their future success. Developing oracy and supporting pupils to engage in quality talk is a priority as is the promotion of early reading. We aim to support children to become confident, independent, creative learners whilst encouraging awe and wonder for the world around them.

It is our aim for the children to develop a broad range of knowledge and skills through a stimulating and ambitious curriculum and to reach their full potential. The children are given rich opportunities to develop in all the areas learning, with great emphasis placed on developing the characteristics of effective learning through play.

We are passionate about creating fun and engaging learning opportunities that develop the children's language and communication skills, as well as responding to children's interests and personalising their learning according to their development. This is done through differentiation, challenge and extension within the EYFS unit.

The EYFS Curriculum is coherently structured and sequenced and has links to the planning of the Curriculum in KS1 and 2.

We intend:

- To develop independent learners who can investigate, explore, question & work as part of a team
- To create a stimulating, language rich indoor and outdoor environment that supports pupils' learning.
- To work in partnership with parents and carers to encourage independent and happy learners who thrive in school.
- To understand and follow children's interest as well as provide opportunities through topics and themes centred around stories.
- To support transitions into Year 1 at the end of the Early Years in Reception.

At Newfield Primary School we know that, within the context of SEND, personalisation of the curriculum is key so that each individual's priorities can be considered in order to prepare them adequately for adulthood with the best possible quality of life. Our ambitious curriculum can be successfully adapted to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know with increasing fluency and independence. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners in all subjects and that pupils with SEND achieve the very best outcome and reach their full potential.

Implementation

Staff have high expectations for achievement and challenge for all pupils.

Learning Through Play

The EYFS is based on the 'learning through play' philosophy where we support the children to access learning through different activities based on engaging and stimulating themes and topics. The activities are planned to extend and support all children and continuously consolidate learning throughout the year. We encourage children to develop their own ideas and theories and extend these with open-ended questioning to enable children to think creatively and critically. Our planning is adapted and amended to address the growing and changing needs of all our children.

EYFS Curriculum

All the areas of the EYFS curriculum are followed and planned for to ensure a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of learning.

There are three Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development

The Prime Areas of learning are essential for the children to develop as they interlink to the Specific Areas of learning.

And four Specific Areas:

- Literacy Development
- Mathematics Development
- Understanding of the World Development
- Expressive Arts and Design Development

Personal, Social and Emotional Development

An important aspect in the development of essential knowledge and skills is the use of continuous provision which supports children to develop independence, self-esteem, innovation, creativity and problem solving. During the day, children will have opportunities to explore and play with their peers and adults or independently. We understand the importance of developing their personal, social and emotional needs and support children through regular circle times by using the Jigsaw program.

Communication and Language Development

Communication and language underpins all areas of learning and is an essential part of children's early development. We encourage children to explore language through play and interactions with their peers to develop self-confidence, independence and resilience as well as build lifelong skills. All adults model accurate language and engage with children through back-and-forth conversations, as well as targeted interventions. We welcome children from culturally diverse backgrounds and many of our children are at the early stages of English acquisition (EAL). We support children's development by providing a rich language environment through conversations, singing (singing bags) and sharing stories.

Physical Development

We encourage children to take risks especially in their physical development when exploring the outdoor area where children can use age appropriate equipment for climbing, negotiating space

and balancing to develop gross motor skills safely. We also have weekly P.E lessons where children will learn skills for different sports following the Getset4PE scheme of work. To support the children who have poor pencil grasp and less secure fine motor skills, we provide plenty of opportunities with sensory writing, finger gym activities and dough disco. We have a dedicated time focusing on health and self-care where we explore meditation and yoga. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle.

Literacy (English) Development

We use a range of enriching texts for specific topics to ensure we develop children's early language. One of the ways we do this is by using elements of Pie Corbett's Talk for Writing to enable children to retell stories, develop their language and make connections with any prior experiences that they have. We encourage the children to use roleplay and helicopter stories to immerse themselves in and develop their own storytelling, narrative and language skills.

Children in Reception follow the Read Write Inc programme to develop their phonological knowledge which will enable most children at the end of Reception to read and write short sentences.

Children in Nursery and Reception have weekly visits to the library where they select a new book to take home and read.

Mathematics Development

We have designed an overview using the White Rose and EYFS curriculum to ensure we are meeting all the requirements for mathematics. Children's mathematical thinking is developed through planned activities in our continuous provision which encourages questioning and problem solving. We also plan for daily teacher led maths focus sessions, whereby each child has an opportunity to be involved and explore mathematical concepts further. As a school we adopt the Concrete, Pictorial, Abstract approach (CPA) and this begins in EYFS.

Understanding of the World Development

Our curriculum ensures that pupils gain the essential knowledge that they need to prepare them for their future success. We guide pupils to make sense of their physical world and the rich, diverse community by providing experiences where they can explore, observe and find out about people, places and technology. The pupils at Newfield come from a wide range of backgrounds with cultural heritages represented from across the world. Through circle time, song, visits, discussions and books pupils are given the opportunity to be reflective about their own beliefs and develop knowledge of, and respect for, different people's faiths, feelings and values.

Expressive Arts and Design Development

We use different media and techniques to provide opportunities for children to explore and make links in their learning. Pupils are given a range of opportunities to develop their fine motor skills through manipulation of materials. Children in Reception take part in weekly music lessons provided by Brent Musical Services which develops their knowledge of rhythm and pitch. In Nursery we use Singing Bags to encourage children to sing familiar songs and to develop language both at home and at school.

Assessment

We are constantly monitoring the learning and language taking place through observations and interactions with our children. This informs the next steps and challenges for the children to ensure that a good level of progress is being made throughout the year. We use Target Tracker to record the children's progress each term and use the data outcome to support and extend children as needed. We share the children's progress with parents at termly meetings and throughout the year when needed. We moderate both in school and with partner schools as well as externally with the Local Authority to validate our school judgements.

Impact

Our children make good progress across all areas of the EYFS curriculum from their baseline. The majority of pupils start school working below age related expectations. Through enriched play-based learning and high expectations for learning attitudes with teaching and assessing, our children move through the early years with a well-balanced learning experiences to be the best they can, and to reach their full potential.

We provide targeted support and interventions for identified children to ensure they reach Early Learning Goals at the end of Reception, providing additional challenge for children who have the potential to exceed expectations.

The percentage of pupils working at age related expectations will be closer to/or at least in line with national averages.

The percentage of pupils working at Greater Depth within each year group will be closer to/ or at least in line with national averages.

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)