



## **EYFS Curriculum at Burnham on Crouch Primary School:**

### **Intent:**

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with the skills to achieve economic wellbeing. The overarching aim of the EYFS is to help young children achieve these five outcomes. (Every Child Matters)

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual, and teaching and learning is based on the understanding that children develop at different rates.

### **At Burnham on Crouch Primary School, we aim to:**

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, achieve their full potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs

### **Implementation:**

In the EYFS we follow the seven areas of learning for the foundation stage:

The [Early Years Foundation Stage \(EYFS\)](#) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

The [Early Years Foundation Stage \(EYFS\) framework](#) supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

### The 3 Prime Areas of the EYFS are:

- Communication and language
- Physical development
- Personal, social and emotional development.

### The 4 Specific Areas of the EYFS are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We help our Reception children to work towards the *Early Learning Goals* which are the Knowledge, Skills and Understanding children should have at the end of their first academic year at school.

Reading is at the heart of learning in the EYFS and we use texts to bring topics and learning to life. We have created a list of quality texts and rhymes that the children will know well by the time they leave the foundation stage. Our phonics scheme, Read Write Inc. is embedded within our EYFS practise and taught across the school.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

Rich, first hand experiences are used (inside, outdoors, visitors and school trips) to widen experiences and promote awe and wonder. Exploratory learning and thinking creatively including, problem solving across all areas of learning are developed. New vocabulary and concepts through high quality interactions and through reading will excite and engage all learners in a language rich environment.

Our curriculum will promote and support children's emotional wellbeing and the development of their character enabling children to take risks in a safe and secure environment. Children are encouraged to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

### **Impact:**

**Our curriculum needs to meet the needs of our children**, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses **ongoing observational assessment** to identify children's starting points and plan experiences which ensure progress.

During each assessment window, teachers update the progress children have made, which allows us to assess the impact of teaching and evaluate what we need to do next to support learning. Evidence of children's learning including observations, work samples, photographs and contributions from parents are uploaded onto 'Evidence Me', alongside their writing and maths folders and independent work folders.

Our curriculum and its delivery ensure that children make at least good progress. During their time in our EYFS, children make rapid progress so that we typically exceed the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.