



EYFS CURRICULUM

INTENT

In the early years we aim to provide a nurturing, positive and happy learning environment that enables children to develop to their full potential. We value each individual child and we understand that each child has differing needs and learning requirements.

We aim to provide our children with knowledge, skills and understanding through practical, hands-on experiences so that all learning is embedded in a meaningful way. This includes focused, adult-led learning and opportunities to apply and initiate their own learning in the continuous provision. To do this, we have constructed a well-structured yet playful and meaningful curriculum that engages and motivates our children as well as broadening their experiences. It covers all of the Early Years Foundation Stage's 7 areas of learning and supports children to develop their Characteristics of Effective Learning. We have also planned a series of memorable experiences, visits and visitors to bring learning to life for our children.

Reading is integral to our Early Years curriculum; we aim to instil a love of reading right from when children join us in nursery. Our curriculum is divided into half-termly units based on topics that engage and excite children. Running through these is a reading spine of core texts which have been carefully chosen to deepen knowledge, develop language and vocabulary and broaden children's experiences.

In nursery and reception at Manorfield our curriculum is underpinned by the 4 principles of the EYFS; Unique Child, Positive Relationships, Enabling Environments and Learning and Development. These are complemented by our school values which together uphold our vision of enabling children to fulfil their potential:

- **Inclusive:** We embody a culture where children start school having had a variety of opportunities and life experiences. We celebrate differences and enjoy hearing each other's stories, and learning about other people's lives.
- **Resilient:** We nurture children to aid their personal development and build confidence, encouraging Characteristics of Effective Learning that will help them to navigate any challenges they may experience.

- **Confident:** From the very beginning we encourage children to be expressive and share their ideas, which helps the development of effective communication skills (speaking and listening).
- **Nurturing:** Our environment provides both exceptional care and safety to support everyone's needs, and we encourage children to be kind and caring of others as part of this.
- **Transformational:** Through an explorative approach to both learning and play, we enable our children to grow and flourish.
- **Respect:** We embed an ethos of respect so that our children have role models in school and will go on to be moral, respectful citizens.

The EYFS Areas of Learning are:

PRIME AREAS OF LEARNING	SPECIFIC AREAS OF LEARNING
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development	Understanding the World
	Expressive Arts and Design

We have developed an EYFS Progression document that outlines the development of skills in each area of learning from nursery leading to the Early Learning Goals. Subject leaders have designed curriculum progression maps for their subjects which outline the foundations for the subject within the relevant areas of learning in the EYFS. From these progression documents we have developed long term plans for each phase of the early years.

Our curriculum involves carefully planned, playful learning experiences that incorporate all seven areas of learning, both indoors and outdoors. We provide experiences that are exciting, ambitious, and broaden their experiences of the world around them. They are designed in a sequential way to ensure progress towards the end of reception goals (ELGs) with the aim of preparing children to seamlessly progress into KS1. The curriculum in nursery focuses more on developing the Prime Areas of Learning. These Areas are important precursors for the Specific Areas, which have a greater focus towards the end of nursery and throughout reception.

We meet the welfare requirements laid down in the EYFS statutory framework. We actively safeguard and promote the welfare of all of our children. We understand that children learn effectively when they are healthy, happy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them and teach them. All children are assigned a key person. We aim to provide a safe and stimulating environment

that promotes independence, and enables children to enjoy learning and grow in confidence.

IMPLEMENTATION

We understand that our children start school having had varying experiences and opportunities. Getting to know each of our children is therefore vital, which starts when we visit the child and their family at home prior to them starting nursery. This helps us begin to understand the child's individual needs and interests, as well as helping to develop strong parental partnerships from the outset. These partnerships are built upon during the children's time in nursery and reception through our open-door policy and planned parental events that happen throughout the year.

We pride ourselves on being inclusive and this is particularly so when children have particular needs including SEND. We ensure that they are supported appropriately and adaptations are made to the curriculum in order for them to access it and be successful.

We maintain an effective balance of adult-initiated and child-led learning from nursery through to reception, which shifts according to the age and developmental stage of the child. In nursery adult-led times are shorter with more time spent accessing the continuous provision alongside skilful adults. The amount of time in focused learning then increases as children mature in reception.

The development of children's Communication and Language skills is given a high priority in our curriculum. Research suggests that the development of a child's early language is crucial to their future all-round success and one of the most effective ways to support this is through developing high quality interactions with children. Staff in our nursery and reception classes have been trained in developing high quality interactions with children at all levels including with reluctant talkers and for children with more Complex Communication and Interaction needs.

Adults model correct English and speak in sentences. To further support children to use correct English, adults 'recast' what children say back to the child, to model it correctly, or 'repeat back and add one' to add an additional element to what a child has said to model more complex language. Good listening behaviours are encouraged right from the start of nursery and there are various opportunities for talk and discussion every day. In reception, partner talk is used as part of whole class teaching to encourage all children to be involved in every discussion. Children also take part in a daily 'Talk Through Stories' session. This involves them becoming very familiar with a high-quality text, then teaching them less familiar vocabulary from the book and applying it into different contexts.

If a child's communication and language skills need a boost we use intervention programmes to suit the child's needs. This might be an expressive language or comprehension programme, or a programme to support someone who is new to English such as EALIP (English as an Additional Language Impact Program)..

Our children's Personal, Social and Emotional well-being is very important to us and children are taught how to make and build positive relationships from when they start with us in nursery. This helps them to be aware of their feelings, those of others and the importance of being kind. In reception we have a weekly circle time which is based on the Jigsaw PSHE scheme of work. This continues into Key Stage One and is also used at Staincliffe Junior and Infants School where the majority of our children move onto, allowing for a consistent and progressive approach to our children's PSHE Education.

We want children to be tolerant and understanding of others and understand the need for kindness and respect. This is threaded through our daily interactions with children. Alongside this, children learn about different religions, cultures and celebrations.

The Early Years is a crucial stage for a child's Physical Development so we ensure that children have the time and space they need to practise the fundamental motor skills of movement, coordination and balance. Both nursery and reception classes have daily access to their own designated outdoor space which includes planned opportunities to develop these important physical skills. In reception children access a weekly PE lesson that helps them to develop the necessary skills in gymnastics, dance and games that will enable them to succeed in Key Stage One physical education.

Preparing children with the necessary skills to be able to write begins when they first start with us in nursery. Children are given opportunities to take part in activities that develop the muscles that are necessary for writing, for instance by strengthening their shoulders, elbows and wrists as well as their core strength. These include taught programmes such as 'Squiggle While You Wiggle' as well as carefully planned opportunities to develop their fine motor skills in the continuous provision. As children learn to write letters they are taught how to correctly form them, starting and finishing in the right place.

Reading and phonics is integral to a child's journey through the early years at Manorfield. Children are read to every day and books are carefully chosen to ensure they are high quality, age appropriate, language-rich and include a mixture of types of text. Children in nursery and reception can access a weekly library to encourage the love of reading at home.

Phonics is taught daily in reception using the Read, Write, Inc. scheme and uses a consistent teaching sequence that is followed throughout school to ensure transition to Key Stage One is seamless. Books that children are given to read are

matched perfectly to the sounds that they have been taught, enabling children to become confident readers. Phase One phonics is taught in nursery where crucial pre-reading skills are developed such as sound discrimination, rhythm and rhyme awareness, alliteration and oral blending and segmenting. Later in the year nursery children are exposed to the pictures and associated sounds that are used in Read, Write Inc. to support their transition into reception.

Through phonics children are taught to 'segment' words into their sounds which enables them to begin to write words and later sentences. We carefully plan the focused writing opportunities that we give children to ensure that they are matched to the sounds and stage of phonics that they are being taught at. This helps develop the foundational writing skills needed for future success.

A child's mathematical learning journey is structured using the White Rose guidance for nursery and reception and then into Key Stage One. This is organised into blocks that address different mathematical concepts, which are then broken down into small progressive steps. In nursery these steps are taught in focused group times in a practical, hands-on way and then opportunities are planned for the learning to be applied at other times when appropriate such as during continuous provision, circle times or singing time. In reception the steps are taught to the whole class and then practised during focused groups, as well as in continuous provision.

Opportunities for children to be imaginative and creative are plentiful in our early years. Children are given regular opportunities to learn new skills and apply what they have learnt in continuous provision. Alongside their own masterpieces, children learn about the work and techniques of famous artists such as Andy Goldsworthy, Vincent Van Gogh, Jackson Pollock and Henri Matisse. We encourage a love of music. In nursery children have daily opportunities to sing and become familiar with nursery rhymes and songs. In reception we have a weekly music lesson following 'Sing Up', which is also followed throughout Key Stage One. At Christmas children in reception take part in a Christmas performance, performing songs, dances and dialogue for their parents and the rest of the school.

Children begin their learning about the Past and Present through their life stories; from talking about their families and their experiences, to looking at what they were like as a baby to looking and talking about interesting items from the past such as old toys, technology or transport. Floorbooks are used in both nursery and reception which enable children to revisit learning but also develop their understanding that the experiences in there have already happened and are from the past.

Our curriculum aims to capture children's natural interest in the world and the different countries that are within it to develop children's early geographical skills.

We encourage children to notice and talk about their environment, where they live and where they go to school. The texts we use expose the children to different countries and landscapes, supporting them to understand that other places in the world are different to where we live. We expose children to maps to develop children's understanding of what they represent, for instance when looking for different countries and places to show where a story is set or where a child has been to visit.

Our curriculum helps to develop early scientific skills of investigation and enquiry. Alongside focused learning opportunities we ensure that the continuous provision includes open-ended resources and activities to enable children to try and test their ideas. Adults use open-ended questions to further develop a child's thinking and enquiry skills. A child's scientific journey in early years involves being encouraged to notice changes in the environment, learning about different animals and their features, planting bulbs and seeds and observing changes and growing fruits and vegetables in our nursery and reception outdoor areas.

Floorbooks are used in both nursery and reception classes to record key learning and experiences. They are used by the children and act as a discussion point to support children to remember and reflect on their learning. Teachers also use them to revisit and activate relevant prior learning before introducing new information.

Observation and assessment of children's needs and next steps happens constantly in the early years and this informs our planning. We consider our observations of children's interests and motivations to ensure high levels of engagement. Adults in nursery and reception record 'wow!' moments; when a child does or says something that demonstrates skill or progress in a particular area. These are posted on our online learning journal (Evidence Me), which parents have access to and are encouraged to contribute to.

IMPACT

Children's progress in the early years is closely monitored from the moment they start nursery. Our youngest children in the 2-3 year old nursery or those that will be with us for 5 terms are assessed using the ranges of 'Birth to 5 Matters'. Children that are in their final nursery year and reception are assessed against our Termly Goals as to whether they are on track for age related expectations or not. We put measures in place to support children that are at risk of falling behind at each stage in order to help them make accelerated progress. All children, including those with SEND make progress from their starting points.

Children in our early years enjoy school and are engaged and motivated to learn. They demonstrate that they are able to talk about what they have learned and can remember key knowledge and information.

The successful implementation of the exciting and enriching curriculum that we provide enables children to have a better awareness and understanding of the world around them, experiencing and learning about different cultures, celebrations and ways of life. Children are inquisitive and actively ask questions to find out more.

Children in our early years are happy, confident and form strong relationships with their teachers, helping them to have a sense of belonging. They are motivated and enthusiastic learners who are eager to find out more about the world around them, ready for the next stage in their learning journey.