

Curriculum Statement for EYFS

Our four overarching principles, from the Statutory Framework for the Early Years Foundation Stage are:

- Every pupil is a unique child, who is consistently learning and can be resilient, capable, confident and self assured.
- Pupils learn to be strong and independent through positive relationships.
- Pupils 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. Pupils benefit from a strong partnership between practitioners and parents and/or carers.
- Pupils develop and learn at different rates so the curriculum offered caters for each child's individual needs.

The core of our EYFS curriculum is the Statutory Framework for the Early Years Foundation Stage, which is supported by Read, Write, Inc, Early Years Foundation Stage Profile (2021), Development Matters, Birth to 5 Matters and the Seven Features of Effective Practice.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.



All children have access to a high-quality, ambitious EYFS curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

The curriculum provides a play-based and experiential learning environment, combined with teacher directed and teacher led teaching to ensure pupils make rapid progress before moving onto Year 1.

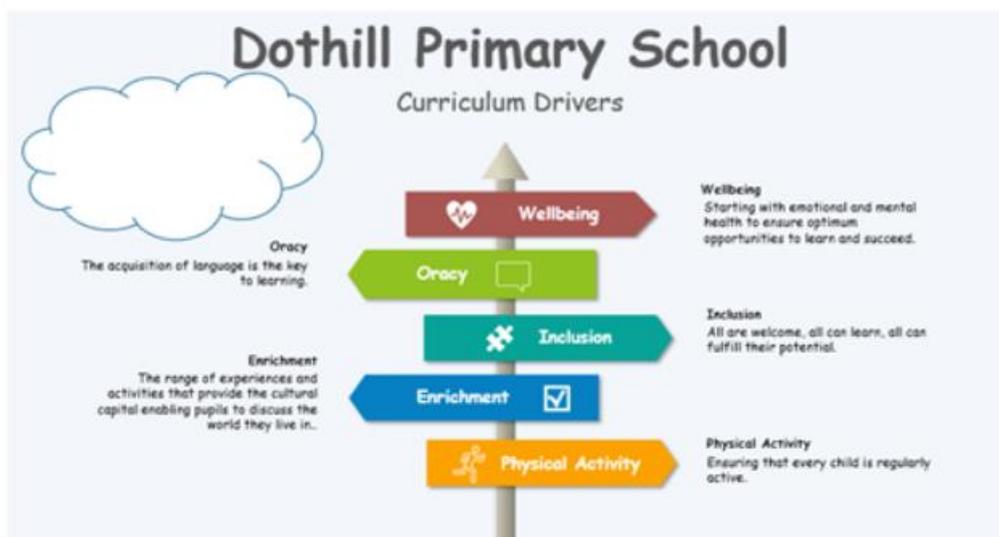
- Pedagogical approach - how learning is taught - timetable, teacher directed, teacher led, play-based learning

- Teacher directed - directly imparting new knowledge from our progression documents (whole class and small group).
- Teacher led - working with children to reinforce and apply new knowledge (small group and 1:1).
- Child led - children use the skills we have taught them in their play-based learning.
- Play-based learning - children are given responsibility and autonomy in their learning which allows them to take the lead, make mistakes and form their own decisions in a safe space at their own pace.

Each subject has a yearly curriculum map that outlines the key areas of EYFS which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

Detailed medium term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts.

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In EYFS some of the enrichment activities include nature walks to Dothill Nature Reserve, Welly Wednesday and gardening in our outdoor area.



Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In EYFS wellbeing is woven throughout our setting, the children arrive at school and complete a wellbeing check, we reinforce wellbeing through positive affirmations and we encourage the children to

become independent in their self-care.

Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In EYFS oracy is developed through encouraging conversations, learning how to ask interesting questions and learning new vocabulary for all new experiences.

Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into EYFS through all the different areas these include role play, the creative area, construction area, dough gym and our outdoor learning space. We also follow calm brain at different points throughout the day and have a dedicated taught session of physical activity on a Friday.

Inclusion - All pupils participate in our EYFS curriculum. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

We encourage children to share news from home, learning about and celebrating the varied experiences of each child.

The EYFS curriculum includes rich opportunities for children to develop the foundations required in order to reach and exceed their potential and to become enthusiastic and engaged learners.

Throughout the whole of the Foundation Stage, the pupils will have opportunities to build on their understanding and apply new knowledge in both our inside and outside learning environments.



Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. This supports in identifying gaps in knowledge and enabling teachers to respond appropriately.

The impact of our EYFS curriculum is that pupils:

- Have positive relationships with staff and peers.
- Understand the importance of good health (oral, food and exercise).
- Develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way.
- Develop their vocabulary and use it across the EYFS curriculum in preparation for KS1.
- Use their knowledge of phonics to read and write accurately and with increasing speed and fluency.
- Have gained knowledge in key concepts to make them ready for the next stage of education.
- Have the personal, physical, and social skills they need to succeed such as high levels of curiosity, concentration, and enjoyment of learning ready for the next stage of their education.

- Enjoy, listen attentively, to their peers and adults and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Demonstrate their positive attitudes to learning through high levels of curiosity, concentration, and enjoyment.
- Are resilient to setbacks and take pride in their achievements.
- Can manage their own feelings and behaviour, understanding how these have an impact on others.
- Have a clear sense of right from wrong.
- Impact of our well-planned curriculum is that children know and remember their learning ready for KS1.
- Have a deep understanding of early numbers and the ability to recognise the pattern of the counting system as well as key aspects related to shape, space, and measure.
- Automatically recall number bonds to 5 and some to 10.
- Have attained well in RWI.
- Have attained well by meeting the Early Learning Goals.