Holden Clough Primary

EYFS Curriculum Intent

At Holden Clough Primary School, we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum allows children to develop interpersonal skills, build resilience and become creative thinkers. We aim to provide a fun, secure, challenging and rich educational environment that enables each individual to thrive! Reception and Nursery work closely with each other to ensure continuity and consistency between the foundation stage. Our Mission statement ‘A family of Independent life-long learners that reach for the stars’ is at the heart of everything we do.

We have designed our own curriculum using the Educational programmes in the Statutory framework 2021 which shape our activities and experiences. Our Curriculum helps children to work towards the knowledge, skills and understanding children need at the end of EYFS. (ELG’s) Dimensions ‘Learning Means the World’ is also the vehicle for this. This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-

* Culture
* Communication
* Conflict
* Conservation

We want our curriculum to be underpinned by our values: -Respect, Patience, Compassion, Love, Forgiveness, Empathy, Responsibility and Courage

 Our values shape how we behave, what we say, how we build relationships and how we learn. Every child is recognised as a unique individual. We celebrate and welcome the differences within our school community. We want children to be able to try things out, solve problems and be creative. We want children to leave Reception being independent to learn and develop and adults to respond to their individual interests and needs and help them build skills over time. We want children to leave reception with a secure knowledge of phonics and a wide vocabulary. They need time to take risks and use trial and error to find things out. We value the importance of approaches to play in different cultures. We want children to benefit from a strong partnerships between practitioners and parents/carers.

 Implementation

The Holden Clough EYFS curriculum is designed to develop the characteristics of effective teaching learning:

● Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

● Active learning – children keep on trying if they encounter difficulties, and enjoy their achievements.

● Playing and exploring – children investigate and experience things, and ‘have a go’.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn.

3 prime areas personal, social and emotional. physical Development and communication and language (these areas are time dependent)

4 specific areas are Iiteracy, mathematics, understanding the world and expressive arts and design

At Holden Clough the EYFS Curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Development Matters, White Rose Maths, First Class Phonics, WELLCOMM, NELI and Tales toolkit. We use core texts as a basis for topic planning and usually start with an exciting hook to engage children in both the topic and the book. First class phonics is a systematic approach to the teaching of reading. The mathematics curriculum is taught through daily dedicated sessions, following the White Rose Maths scheme and using Number blocks (NCTEM) as additional mathematics teaching material.

As well as our designed long term curriculum, where possible the children’s own interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is valued and encouraged.  Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult- led and child-initiated activities. The role of the adult is key providing high quality interactions impacts on progress made.

 At Holden Clough we believe that the whole curriculum can be covered in a well-planned outdoor environment, and that there is some learning that can only take place outdoors. The children have the right to the outdoor environment all the year round and access to the area is available daily throughout the session with constant adult supervision and interaction.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child’s achievements through ‘WOW’ moments and these are celebrated within school. Using Tapestry our online learning journeys we encourage parental contribution. This is key to observing and planning children’s next steps. Strategies to include and inform parents are ‘Stay and Play’ sessions, phonics workshops, reading records, WOW moments, class dojo messages, open door policy and newsletters (including learning at home.)

 (some are COVID dependent)

 Impact

We want each child to get the best possible start in life and to be ready to thrive in KS1. At Holden Clough we do this by ensuring ongoing assessment is an integral part of the learning process. Staff observe pupils and these observations are used to plan next steps.

Children demonstrate high levels of engagement in activities developing their speaking and listening skills enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways.

We use an online learning journey to record assessments which is also shared by parents. We have a next steps board to celebrate learning and staff use this for significant observations to target next steps in provision. We also have folders for our guided writing and independent work in provision. Children are also assessed at different points in the year to plan interventions to close the gap. Children are also targeted in provision after guided sessions to close the gap.

At the end of EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals. From their own starting points, children will make excellent progress academically and socially, developing a sense of themselves so that they are well prepared for key stage 1.

The EYFS team meet for regular meetings and receive necessary training linked to the SDP. Teachers attend in house and external moderations and attend regular pupil progress meetings to ensure progress is being made for each individual child.

The EYFS lead is committed to raising standards by attending relevant CPD and ensuring each child at Holden Clough has the best start on their school journey.