

St Mary Magdalen's RCVA Primary School

EYFS Curriculum Statement

PURPOSE OF STUDY

EYFS GUIDANCE DEVELOPMENT MATTERS STATES THAT:

"The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. "

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

At St Mary Magdalen's we feel it is important to work in partnership with parents to encourage independent, happy learners who thrive in school and reach their full potential. We want our pupils develop the necessary skills, knowledge and attitude to achieve fulfilling lives. Reception Class is where our pupils school journey towards achieving this important purpose starts.

NATIONAL REQUIREMENTS FOR SUBJECT CONTENT AT EYFS

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- ● Personal, Social and Emotional Development
- ● Physical Development
- ● Communication and Language development
- ● Literacy
- ● Mathematics
- ● Understanding the World
- ● Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

CURRICULUM INTENT

Our intent is that we value each child as an individual with a unique potential for learning. Our aim is to enable each child to participate fully in current and future society as a responsible, self-confident citizen. We promote the spiritual, moral, cultural, mental and physical qualities of all pupils. We believe that an effective curriculum offers knowledge, skills, understanding and progression. Our curriculum is designed with these principles in mind: it is personalised, reflecting the background and experience of our pupils so learning is relevant to our pupils.

CURRICULUM IMPLEMENTATION

SEQUENCE

The EYFS is built on guiding principles which inform our work with the children. These are:

A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and staff.

Enabling Environments – the environment plays a key role in supporting and extending children's development and learning.

Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

TEACHING & LEARNING

Our aim is for every child to enjoy their achievements and develop their own ideas. We seek to encourage children's natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to 'have a go' at every activity and to persevere to a satisfying conclusion. We achieve this by planned purposeful play through a mix of adult led and child initiated activity in the seven areas of learning which make up the Early Years Foundation Stage.

The Prime areas of learning are especially important to develop children's curiosity and enthusiasm for learning, for building the capacity to learn, to form relationships and to thrive. We encourage children to show a developing respect for others, to treat everyone with kindness and to develop appropriate behaviour.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the teacher. During children's play, early years practitioners interact to stretch and challenge children further. Children have whole group and small group times with times for a daily phonics session, teaching aspects of Mathematics and Literacy, including shared reading and writing.

We create a stimulating environment to encourage children to free-flow between inside and out.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

We aim to develop SMSC in EYFS. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

We value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

British values in EYFS

Democracy: making decisions together

Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help, eg vote with a show of hands.

Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

Help children develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about starting Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

CURRICULUM IMPACT

ASSESSMENT & RECORDING

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are shown through Tapestry, these observations are shared with parents. We have Home School Link books where Parents are encouraged to include any achievements or interests the children have at home. Children are encouraged to share these achievements through our weekly Show and Tell sessions.

In the Autumn and Spring term, parents are invited to attend a parent's evening and reports are written in the Summer Term where we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher.

MONITORING & REVIEW

There is continuous monitoring and assessment of each child's development using the 'Early Years Outcomes' government document which outlines children's development in months bands. The Early Years Foundation Stage Profile is used at the end of the year and it provides a summary of every child's development and learning achievements against the Early Learning Goals. Judgements made on children's development are based on practitioners' evidence of children's behaviour which has been observed consistently in their self-initiated activities across all Areas of Learning and Development.

EXTERNAL VERIFICATION

We attend moderation meetings organised by Durham Local Authority and we liaise with other EYFS settings in our local area through our SeaLinks connections. Our setting is also externally moderated by Durham Local Authority.