

# Avondale Primary School

## Early Years Foundation Stage (EYFS)

### Curriculum Intent

The intent of our EYFS curriculum is to encourage independent, inquisitive, successful and happy children with a love of learning. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Using overarching themes and key quality texts, our enabling environment and pedagogy is flexible and evolving to enable us to follow the children's interests and individual dispositions to learn. Our curriculum aims to give the children the confidence, attitude, knowledge and skills they need for a successful transition to year 1 and continued success throughout their education and beyond.

The four guiding principles that shape the practice in our setting are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **learn and develop** in different ways and at different rates

### Curriculum Implementation

How do we implement this curriculum at Avondale Primary School:

- The curriculum is taught through lively and interesting topics which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts which drive the curriculum. These are chosen carefully to encourage children's speech, language and communication development.

- We deliver the EYFS curriculum through a mixture of child-initiated and child-led activities, direct adult teaching time and guided activities.
- We provide time for quality interactions between adults and between peers and as a result, make sure that time is given to embed learning. Staff ensure that interactions are playful, positive and meaningful, allowing children to flourish and gather words at pace in order to become confident communicators.
- Children will develop skills to become an effective learner through promoting the characteristics of effective learning.
- Top priority is given to language and communication, and oracy. We create a 'language rich' environment through the use of songs, nursery rhymes, stories, poems non-fiction texts. Specifically teaching, using and extending new vocabulary whenever possible.
- Children are encouraged to become early readers through an enjoyment and real love of nursery rhymes, books and stories as well as the systematic teaching of phonics.
- Children develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.
- Children enjoy mark making in the areas of provision and through "Write Dance" quickly learn how to write their name, form letters correctly and enjoy writing for a purpose.
- Our learning environment is set up with continuous provision both indoors and outdoors, allowing children to access resources independently and according to their interests. We enhance provision with prompts and resources based on current topics and children's passions and their next steps. Our learning environment is planned to challenge, scaffold and move the children on in their learning enabling them to become confident, independent learners who are ready for year 1.
- All our indoor learning environment is well resourced providing access to all areas of learning through engaging and stimulating 'areas' such as the book corner, workshop, small world and construction.
- Our outdoor learning environment enables our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers.
- Learning environments both indoors and outdoors is adaptable in order to reflect children's interests and progression. The children are supported to

learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

- We have very strong relationships with our parents and believe that they have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.

There are seven areas to the EYFS curriculum:

1. communication and language
  2. physical development
  3. personal, social and emotional development
  4. literacy
  5. mathematics
  6. understanding the world
  7. expressive arts and design
- All planning is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests and fascinations, using the observe, plan and assess cycle.
  - We use Development Matters to support the planning process and progression towards the Early Learning Goals.
  - Constant assessment takes place through interactions with the children individually, in small groups and as part of whole class sessions. These accumulate to form an in depth picture of each child which is used to inform where the child needs to move next in their learning.
  - We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. Staff, with the support of the SLT, recognise the importance of continuous self-evaluation and quality improvement.
  - All pupils are assigned a Key Worker.
  - We work very closely with our inclusion team and outside agencies such as our Speech Therapist, our Educational Psychologist and regularly access specialist teacher support, ensuring we quickly identify precisely what barriers to learning there maybe, early identification is vital

## Curriculum Impact

Our curriculum and its delivery ensures that children,

- From their own starting points, make very good progress throughout their time with us in the EYFS.
- Children make rapid progress towards the national expectation for a good level of development at the end of the year.
- Children display effective behaviours for learning. They are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.
- Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing.

We believe the children make very good progress due to our carefully planned environment, enriched play-based curriculum, first quality teaching, excellent relationships and accurate and informative assessment.

By the end of Reception children can apply their phonic skills in reading and writing words and sentences using and applying phase 2 and 3 graphemes and tricky words.

Children have an in depth knowledge of numbers to 10 and a good understanding of numerical patterns.

Our children leave us and are excited, enthusiastic and independent learners who are ready for year 1.