Intent

At Curry Mallet C of E VC Primary School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. To ensure that children make good progress, it is our intent to take into consideration their starting points and needs as they begin their learning journey. Every child has access to a broad, balance and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. We follow personal interests and individual needs and this allows us to plan and provide opportunities to support learning and development and achieve their next steps. Our EYFS curriculum aims to enable children to be:

Competent and curious learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play in a vocabulary rich environment.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

Implementation

At Curry Mallet C of E VC Primary School, we follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

Unique child – Every child is a unique child who is constantly learning and can be resilient, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – 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 carers.

Learning and Development – Children learn and develop in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Our curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills to ensure children make rapid progress before moving onto Year 1. The children in both Pre-School and Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. In Reception, the timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday as well as regular circle time to focus on PSED. In line with the rest of Curry Mallet Primary School both Pre-school and Reception have themes over the course of the year. These involve big questions which have to be explored and answered. The learning experiences within our Early Years are linked to the seven areas of learning

and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children: These include:

Personal, Social and Emotional Development – this involves helping children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confident in their own abilities.

Communication and Language – involves giving children opportunities to experience a rich language environment; to develop their skills and confidence in expressing themselves and to speak in a range of situations.

Physical Development – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

As children grow and progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

Literacy – the early teaching of literacy involves encouraging children to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, have a deep understanding of the numbers to 10, explore and understand relationships between numbers and exploring number patterns. Opportunities are given for children to develop their spatial reasoning skills and be able to use and describe shape, space and measures.

Understanding the World – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out people, places, technology and the environment.

Expressive Arts and Design – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, role-play and design and technology.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenges to build on existing skills taking into account the Characteristics of Effective Learning. We provide rich first-hand experiences (inside, outdoors, visitors and school trips) to widen experiences and add awe and wonderment. New vocabulary is introduced through meaningful interactions, experiences and reading high quality language rich texts. Staff model standard English and ask high quality questions. Our curriculum promotes and supports children's emotional security and development of their character and enables children to take risks in a safe and secure environment. We support children to be active and develop physically and give clear messages as to why it is important to eat, drink and exercise and well as be kind to others.

Impact

The experiences of the task will be revisited and demonstrated through being deeply engaged in play. Our children will grow to be confident lifelong learners and good citizens. The children at Curry Mallet C of E VC Primary School experience a smooth transition between Pre-School, Reception and Year 1. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning upon which to build. We use paper learning journeys in Pre-School and an Online learning journey in Reception (Seesaw). This is supplemented with exercise books in Reception which evidence the successes and progress of the children. We carry out regular internal moderation and ensure that staff attend training to feel confident. Assessment starts with careful observations which are then used to inform planning and as a result learning and teaching is effective as children feel a sense of belonging, curiosity and competence. Progress towards the ELGs will ensure a positive disposition to learn.