

Curriculum Statement for EYFS 2023/24

INTENT DRIVERS: Whole School

Values Education	Broadening Horizons	Keep up, not Catch up	Equality of opportunity	Empowerment	Inspire a love of learning
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At Croyland Primary School, we are committed to providing our reception children with a curriculum that has a clear intention and impacts positively on their needs. This statement sits alongside the whole school curriculum statement, whilst valuing the uniqueness of the Early Years.



Intent	<p>It is our intention that our Early Years curriculum educates all children in the knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners. Through our provision, it is our hope, that these character traits influence positively, their engagement with all areas of the curriculum and school life as they grow. Our EYFS is not a 'one year' notion, but the strong base from which future success grows.</p> <p>We will develop the traits listed above by providing an environment in which children can learn and develop within an ethos of openness and excitement supported by adults who are experts in Early Years education. We prioritise play and child initiated responses. They are the core of our approach to teaching and learning. We will provide our children with natural and calming surroundings, and the use of real and meaningful resources, responding to their questions, talk and interests in our commitment to their holistic development. Our unique children, their varying needs and interests, lead our thinking and create our provision.</p> <p>We consider the emotional, physical, social, moral, spiritual and cultural development of each child whilst ensuring all of our children to have a voice and be listened to. Our children will have access to a broad and rich curriculum, enriched with 'realness', visits, visitors and authentic resources. These experiences, we hope, will develop the essentials skill and foster interests and attitudes that will become part of their unique identity. Our ultimate aim is for all children to thrive holistically.</p>			
Underpinned By	Characteristics of Effective Learning	Equality of Opportunity	Enabling Environments	CPD for staff
	<p>In our EYFS, we will motivate children in order to promote success. The environments and opportunities we provide will allow learners to actively learn; play and explore; create; and think critically. Children's interests and motivators will be taken into consideration at all times. Harnessing awe and wonder in children's learning experiences is at the heart of what we do.</p>	<p>Whilst formative assessments remain fundamental, children are not limited by pre-defined summative assessments and judgements. We will provide children with experiences they may not have encountered yet; this will prepare them for future success and provide them with the best possible start to their schooling. The curriculum design ensures that the needs of individual children including SEND, disadvantaged and small groups of children can be met within our environment of high quality first teaching supported by targeted interventions where appropriate.</p>	<p><i>"We are trying to create an environment where education will be almost inevitable"</i> Our EYFS team understand the need for a rich and engaging environment. Therefore, the environment has been designed to calm the children and to encourage deep and open ended play. The outdoor area is extremely important at Croyland Primary School and children are encouraged to engage with the natural world on a daily basis, including two weekly visits to our 'Nature Explorers' group.</p>	<p>We understand that to maintain high standards of quality first teaching we invest in our staff by providing high quality CPD to match the current needs of the staff and also to match the needs of our children.</p>

Implementation	<p>Our curriculum design grows out of prior learning; it is enhanced and consolidated using real learning experiences. The content of the curriculum is taught with a logical progression.</p> <p>Teaching and learning takes place either through:</p> <ul style="list-style-type: none"> - Adult led direct teaching (this may be whole class, small group or individual) - Adult directed tasks (A daily busy bee job). These are chosen based on gaps and strengths analysis - Child Led learning – observing and enabling play within the continuous provision. Some areas are ‘enhanced’, according to gaps and strengths analysis - Objective Led Planning (OLP) - children are worked with individually or in small groups to practise a skill they need support with either through adult led activities or play. <p>Our timetable is such, that a sizeable chunk of time for play within the continuous provision is allowed for, in order to maximise learning and the potential for children to be immersed within their play.</p>		
	<p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> -The first term in school is ‘All about me’ allowing for a vast amount of teaching and play to support PSED. -Books are carefully chosen to teach the children about emotions and ways to respond to their emotions. - Continuous opportunities for children to develop their PSED within the provision - Adult directed tasks as appropriate 	<p>Physical Development</p> <ul style="list-style-type: none"> - One specific PE lesson to be taught each week following the ‘Imoves’ scheme of learning – this focuses on indoor PE eg; gymnastics, dance, pilates, team games. - Specific timetabled gross motor activities in the outside area. -Throughout continuous provision and enhancements. 	<p>Communication and Language</p> <ul style="list-style-type: none"> -Continuous opportunities for children to develop their communication and language skills. - Adult led teaching as needs emerge. -OLP for those who need additional support.

	<p>Literacy</p> <ul style="list-style-type: none"> - Phonics is taught through daily Read, Write, Inc lessons. - Adult led RWI interventions for those who need additional support - Literacy is taught with a book stimulus and the provision and enhancements are planned around the books. - Writing has been carefully planned to ensure clear progression throughout the year. - Writing champions are used (staff modelling) to excite the children into write and model writing throughout the day. - There are opportunities for children to read and range of texts throughout the provision. - Daily story time follow RWI structure. 	<p>Mathematics</p> <p>In line with the rest of the school, we use White rose maths to support our teaching and delivery.</p> <ul style="list-style-type: none"> - Adult led maths session daily - Adult directed tasks as appropriate - There is a dedicated maths area in both classrooms and maths opportunities when appropriate in the outside area. - The day is 'mathematised', interweaving number and SSM into our routines and environment. 	<p>Understanding the World</p> <ul style="list-style-type: none"> - Children attend a nature explorers group on a two weekly rota, engaging with the natural environment throughout the whole year. - Adult led teaching is planned for to ensure children are taught the knowledge needed. - Access to free flow outdoor provision throughout the day. - Throughout continuous provision and enhancements as needs emerge. - A focus on the natural world and changing of seasons underpins learning 	<p>Expressive Arts & Design</p> <ul style="list-style-type: none"> - Carefully planned progression to ensure children learn about a range of artists throughout the year. - Adult led teaching to allow children to learn new skills. - Dedicated art and design areas in both the indoors and outdoors which are enhanced as appropriate.

Impact	Summative Assessments			
	As a school we focus our efforts in formally identifying children who are at risk of not achieving the early learning goals. In pupil progress meetings, we identify their specific barriers to learning and plan focussed learning opportunities accordingly.			
	This system supports our gaps and strengths analysis, which defines the development of our ever-evolving curriculum and environments.			
	A statutory requirement for EYFS children is to use the Early Learning Goals to make the end of year judgements of either below or expected. This is called the Early Years Foundation Stage Profile. These assessments are reported to parents in the end of year school reports.			
We measure our impact by evaluating our success against our Intent Drivers. We continually reflect on the impact of our curriculum, using these questions.				
	Characteristics of Effective Learning	Equality of Opportunity	Enabling Environments	CPD for staff
	Is the development of each of the characteristics of effective learning evident in both direct teaching and	Do children make good progress against their start points regardless of their perceived vulnerabilities?	Does each area of the environment provide rich learning opportunities and enhancements?	Do all staff use their expertise to best effect?

<p>enhancements?</p> <p>Can all practitioners discuss which characteristic are a strength for an individual child, and which need further development and work?</p> <p>Is learning driven by children's interests and motivators?</p> <p>Are children equipped with necessary learning skill to enter ks1?</p>	<p>Does our environment, pedagogy, resource provision, and teaching style, enable access, as well as motivate and engage all learners?</p> <p>Do our children have the knowledge and understanding to enable success in Year 1?</p>	<p>Does the emphasis in our environment reflect our strength and gap analysis?</p> <p>Do children engage in high level learning and play, even in the absence of an adult?</p>	<p>Are all staff scaffolding new and rich and language?</p>
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