



EYFS CURRICULUM

Updated January 2022

Growing Together to:

- Value and respect others
- Become resilient
- Understand the world around us
- Have an inquisitive mind

'Growing in relational wisdom, love and compassion'
(Luke 2:40)



Intent

Our intent can be seen within our vision, our EYFS curriculum and our planning.

We ensure that there is a balance between child-initiated and adult-led activities, all carefully considered with impact in mind. We enable our environment by creating developmental opportunities within our continuous provision. These opportunities are ever evolving to suit the changing needs of our cohort.

Implementation

Our implementation is our pedagogy; what we do, how we teach and how our EYFS curriculum is presented to our children.

Each day, we implement resources, activities and lessons into our provision that follow the interests of the children. We ensure that the children are making progress in each of the seven EYFS areas.

We teach discrete Systematic Synthetic Phonics sessions following the rigorous programme Little Wandle Letters and Sounds (Revised) and discrete maths lessons using NCETM and White Rose Maths materials to ensure that we are following a mastery approach.


Impact

The impact of our implementation is measured constantly.

We know that we have an impact on the development of our pupils due to 'wow moments' recorded on tapestry, summative phonics assessments and constant formative assessment whilst we're working with pupils.

We have regular meetings to discuss our impact on each pupil, and always have '3M' targets for each child; Making Conversation, Mark Making and Mathematics.

This is where our assessment of impact loops back around into our intent.



Philosophical Foundations

Our practice is built on philosophical foundations, with modern research used to inform a fresh approach. We take into account a variety of teaching methods and early years theorists, however, there are three main philosophies that we are particularly passionate about embedding into our classroom:

Abraham Maslow – Forest School

We strongly believe that children's basic needs need to be met before they can be in a position to learn effectively. Among many other benefits, Forest School helps children build confidence and self-esteem through hands-on learning experiences in a natural environment. This presents new risks and challenges and new opportunities to learn from nature.

Reggio Emilia

We pride ourselves on having a child-centred approach. We embrace individuality and encourage children to follow their own interests. Staff are facilitators of learning and support children in progressing their skills and knowledge. Our school vision and metacognition characters ensure that children can communicate effectively and work collaboratively to ensure they learn their place in the world through interactions. Our classroom is not overstructured; resources are carefully placed into provision, but in a way that children can freely explore and create.

Maria Montessori

Our provision is entirely driven by our respect for each child. We give pupils the freedom to make choices and actively encourage independence. Respect is modelled across the school; between adults, adults to children, and children to children. Pupils are taught to value each other's uniqueness and to use peaceful and communicative conflict resolution. Our environment is enabled to ensure that all children can make progress across the seven EYFS areas.