

Aim of the EYFS Curriculum:

The key aim of the EYFS Curriculum is to provide all young children with a high-quality early years' education, which has a strong focus on communication. Children are encouraged to take ownership of their own learning and are given opportunities to develop their independent exploration. Adults provide support by scaffolding the children's learning, so they can achieve something independently.

How is the EYFS Curriculum implemented?

The EYFS Curriculum is implemented using the Development Matters Curriculum Guidance. It is taught in the indoor and outdoor provisions. The EYFS Curriculum is broken down into 7 areas. There are 3 prime areas and 4 specific areas:

Prime

Communication and Language

Communication and Language is broken down into two strands: Listening, Attention and Understanding and Speaking. The development of children's communication and language skills underpins all the seven areas of learning. Children are provided with many opportunities to develop their communication and language skills. These include whole class reading, exploring role play areas, small world play, small group discussions and whole class discussions. Children will take part in show and tell where they can bring in an important item from home to discuss with their class. Adults model and scaffold learning different vocabulary.

Personal, Social and Emotional Development

Personal, Social and Emotional Development is broken down in to three strands: Self-Regulation, Managing Self and Building Relationships. The development of children's personal, social, and emotional skills is connected to all the seven areas of learning. Children develop these skills throughout all their learning. Adults model respectful behaviours and set a good example for the children to follow. Children are provided with a safe and comforting environment where they can speak about their feelings and emotions. Stories, circle time, role play, and the class charter are used to support children's personal, social, and emotional development.

Physical Development

Physical Development is broken down in to two strands: Gross Motor and Fine Motor. Children learn how to negotiate space, demonstrate balance and coordination and move energetically through outdoor experiences and PE lessons. Children have access to the outdoor area throughout the day where they can use the climbing equipment, large construction and PE equipment to develop skills. Adults plan lessons to provide children with lots of opportunities to move energetically by linking other areas of learning to Physical Development. For example, children will run and find different letter sounds to match pictures. Children take part in fundamental movement lessons where they follow dance moves and learn how to move in different ways. During the Summer Term, adults in Reception will plan specific PE lessons for children. These lessons provide children with the basic skills they need to be Year 1 ready.

Specific

Literacy

Literacy is broken down into three strands: Comprehension, Word Reading and Writing. Children are taught how to understand what has been read, anticipate key events, and use and understand new vocabulary during Guided Understanding lessons. During independent learning time, children have access to the reading corner which promotes a love of reading. Adults will read stories with the children and plan lessons to develop children's thinking. Word reading is taught through the Read Write Inc phonics scheme. Adults will also plan many opportunities for children to read through adult led lessons and independent learning time. Writing is taught during focused Literacy lessons with an adult. Children are taught how to write their name, form letters correctly, segment and spell words, write short captions and then write more detailed sentences. Children are given opportunities to master these skills during independent learning time. All literacy work is established through stories the children enjoy reading.

Mathematics

Mathematics is broken down into two strands: Number and Numerical Patterns. In Nursery, children are taught to recognise numbers, have 1-1 correspondence, make patterns, 2D shapes and use informal language when describing size and weight. In Reception, children build on these skills and develop them further so that they have a deep understanding of number to 10, subitise, number bonds to 5, counting to 20, comparing quantities and exploring patterns with numbers to 10. Adults deliver Guided Maths lessons where the children are taught maths skills and how to problem solve using manipulatives.

Focused lessons are taught by adults to develop skills, and children are given opportunities to master these during independent learning time.

Understanding the World

Understanding the World is broken down into three strands: Past and Present, People, Culture and Communities and The Natural World. Adults ensure children are able to talk about the lives of people around them; know similarities and differences between the past and now; understand the past using stories; observe their immediate environment; know similarities and differences between religious and cultural communities; explore their natural environment and understand important processes and changes. Children use role play, small world play, experiments, discussions, group work and independent outdoor learning to master skills.

Expressive Arts and Design

Expressive Arts and Design is broken down into two strands: Creating with Materials and Being Imaginative and Expressive. Children learn how to safely use and explore a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function. Children will paint, draw and collage, mould with playdough, salt dough and clay and build with recyclable materials and construction. They enjoy sharing their designs and explaining the process that have used. Children use props and materials and invent and adapt narratives, when role playing and using small world play. Adults sing a wide range of nursery rhymes and songs with the children. Fundamental Movement lessons provide learning opportunities to move in time with the music. Expressive Arts and Design is actively promoted in the outdoor area where children enjoy being creative on a larger scale.

How is the EYFS Curriculum assessed focusing on prior knowledge and progression?

Assessing children's prior knowledge is pivotal in all lessons to ensure children make progress and build upon previous knowledge. Children's knowledge and understanding of key skills are tracked using the schools' formative and summative assessment systems.

Adults plan an ambitious curriculum that consists of careful sequencing that helps children to build on their learning over time. Adults in Nursery will carry out a baseline assessment. This is used to plan appropriate lessons and build on skills. Adults in Reception will carry out the statutory baseline assessment, which is used to plan appropriate lessons and support the children with mastering the skills previously learnt in Nursery. At the end of Reception, adults will complete the EYFS profile. This is used to inform Year 1 of children's prior learning.

How do we ensure the EYFS curriculum is for everyone?

Inclusion is essential across the EYFS curriculum. Resources, activities and targeted teaching are used to ensure all children meet their potential and build on prior knowledge. Adults use the Read Write Inc Fast Track tutoring programme and the WellComm programme to target children with their reading and communication skills. By using these programmes, all children are able to access the EYFS curriculum with more confidence.

How does the EYFS curriculum ensure key content is remembered as pupils move through school?

The EYFS curriculum at Canterbury Cross Primary School builds on children's skills and knowledge throughout Nursery and Reception. Children are given the necessary guidance to develop mastery of these skills and are able to take this with the Year 1 and beyond.

How will the EYFS curriculum prepare children for the future and allow children to apply key skills learnt?

Upon leaving EYFS, children at Canterbury Cross Primary School make an excellent start to KS1. They are able to remember key content from EYFS and apply this to their learning in KS1. We believe we give children in EYFS the opportunity to master different skills, such as, applying phonic knowledge when reading or writing, applying number bond knowledge to solve maths problems and becoming independent learners in all subjects. This ensures an excellent start to KS1.