



## **Curriculum Statement for EYFS.**

### **INTENT**

Our Intent in Foundation Stage is to provide a safe and secure setting where children derive a love of learning and are enthusiastic to know more. We aim to develop critical thinking skills and to spark curiosity as well as promoting independence and confidence in a wholesome way.

By providing a socially and emotionally secure environment, with a less formal atmosphere, children will learn successfully and play purposefully.

### **IMPLEMENTATION**

We have a topic based approach, with the child and the centre of it, allowing us to all succeed together as well as enjoying the awe and wonder of childhood. Topics are a base for learning, however if the children bring an idea, thought or question to the classroom we can make this our focus. Child centred and in the moment planning is part of our ethos.

We follow the Early Years Foundation Stage Curriculum – Development Matters, that is based around 3 Prime Areas and 4 specific areas of Learning and Development.

#### **The prime areas: '**

- *Personal, Social and Emotional Development*

*Including: Building relationships, Managing self, self regulation*

- *Communication and Language*

*Including: listening, attention and understanding, speaking*

- *Physical Development*

*Including: Gross motor skills, fine motor skills*

support and scaffold the four

#### **specific areas:**

- *Literacy*

*Including: Comprehension, Word reading, writing*

- *Mathematics*

*Including: number and numerical patterns*

- *Understanding the World*

*Including: people, culture and communities, the natural world and past and present.*

*- Expressive Arts and Design*

*Including: Creating with materials, being imaginative and expressive.*

The Foundation Stage Curriculum is underpinned by the Characteristics of Effective Learning:

- playing and exploring*
- creating and thinking critically (and to participate in)*
- active learning.*

Our curriculum is not based solely on the Early Learning goals, but is implemented through broader experiences. We appreciate that the children's prior experiences may vary on entry to Reception, it is for this reason that we offer a curriculum derived on cultural capital, a curriculum that offers outstanding and exciting experiences for all children. Our curriculum is based on broader experiences such as gaining independence from being able to choose what they will have for a snack, being offered outdoor learning, school trips, visits, Forest School opportunities and many more. The children are taught about the wider world and learn through first hand experiences and open-ended areas of provision. Our curriculum is carefully designed to offer a balance of preparing the children for the demands on year 1, while at the same time, ensuring that children are learning at a pace and in a manner that is suitable to their developmental stage. Our curriculum is driven by our Big question approach, which allows the children to take ownership over their learning and encourages creativity.

### **IMPACT**

The impact of our curriculum is that children feel safe and secure to learn in a nurturing environment. The children show mutual respect for one another and demonstrate British Values. Children thrive in Early Years; the fact that they are passionate, independent and confident learners is proven through our Early Years Data as well as observations of the children in their environment. The children take ownership of their learning and show determination and resilience in meeting their goals. The children are confident to become independent critical thinkers and enter into Year 1 with the ability to use their transferable skills and continue to all succeed together.

