



## EYFS Curriculum Statement

*At Windmill Primary School we are dedicated to giving our children the best possible start to school life. We aim to prepare them for the challenges and opportunities that they will come across in the following years in both academic and personal development.*

### *Intent – Why do we teach what we teach?*

*We are a large, three form city school made up largely of working, professional families. We do however recognise that children come from a range of backgrounds and our feeder nurseries reflect this with up to 20 different nurseries. A large percentage of our children come from Quarry Foundation Stage and we work closely with them and other nurseries to ensure that we provide appropriate and relevant support for each cohort.*

*At Windmill Primary School we aim to provide a safe and happy learning environment, where all children have access to a creative and challenging curriculum.*

*We have created a flexible curriculum that offers children a wide range of opportunities, broadens their experiences and encourages them to try new things and relish a new challenge.*

*Our highly skilled staff provide an exciting and engaging learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of success in their learning. We work closely within our school team to provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with the tools they need to transition to Year 1 effectively.*

### *Implementation – How do we teach what we teach?*

*In Reception, we have created our curriculum using ‘Development Matters’ the non – statutory curriculum guidance for the early years foundation stage. The framework provides guidance for learning and development in the Early Years and outlines prime and specific areas of learning to cover in our curriculum. The areas are:*

- Personal, Social and Emotional Development*
- Physical Development*
- Communication and Language*
- Literacy*
- Maths*
- Understanding The World*
- Expressive Arts and Design*

*Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to*

*misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful cross-curricular links.*

*The school follows the Read, Write, Inc. phonics programme. We use a range of resources that have been purchased and created by our skilled teachers to support the teaching and learning of phonics. Every child has access to a phonics session daily with intervention opportunities for those who find this area of learning tricky.*

*Reading is a key priority across the school and children are encouraged to read at home and are listened to regularly in school. This begins in the term that they start school with guided home learning sessions linked directly to the phonics sounds being taught. When ready, they are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers. Staff deliver reading guidance and support for parents/ carers in the form of adult workshops and online sessions.*

*Maths in Reception is taught with a focus on skill acquisition and we follow 'Mastering Number' and 'White Rose' which is reflected in our adapted curriculum. We teach and provide opportunity for children to develop mathematical language and understanding of concepts and mathematical skills including number, numerical patterns and shape and measure.*

*The EYFS team collect evidence of children's learning through work completed in their learning journey book, observations, photos and videos which are shared with parents using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are active on Tapestry and use it to record the milestones children make at home during the year.*

*We love to offer the children lots of hands on learning experiences and plan for trips, visitors and activities that are engaging and stimulating to further develop a love for learning new things. This includes things such as a 'Wonderdome' experience in school and a trip to the local science centre to explore uses of water in our 'Under The Sea' topic. As well as a highly engaging inside environment children have access to the outdoors areas through free flow and can guide their learning experiences outside too. Children in Reception have access to a trained Forest School leader and on site outside area promoting freedom to explore and develop independence and self – confidence. Outside learning and teaching is a key priority for our team this year.*

*We aim to provide children with opportunities to develop their skills in all areas as the year progresses. This encourages independence in their work and prepares them further for Year 1 and the rest of their school life.*

### *Impact – How do we know what our pupils have learnt?*

*The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.*

*Our flexible curriculum and responsive teaching means that we are meeting the needs of all learners, including SEND children and disadvantaged pupils. We are constantly measuring progress and **children's learning across the year through formative and summative assessment** which is based on teacher knowledge of the child, learning journeys, photograph and video observations recorded on Tapestry. Our high expectations in teaching and learning mean that we exceed the National and Local Authority data for children achieving Good Level of Development each year. From their different starting points, children make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for their school journey to continue.*