

Intent

At Grangefield Primary School we follow our school's motto of 'Flying high, spreading your wings' In our Early Years Foundation Stage our personalised and tailored curriculum provides all children with the in knowledge, skills and understanding they need to be confident, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

We will make a positive difference to every child's life. We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential and contributing to their cultural capital. Children at Grangefield experience the seven areas of learning through a balance of whole class/group teaching and play based learning. This is through the children's interests, topics, themes, continuous provision activities, and phonics. Learning is carefully planned by the staff to support communication and language development; personal, social and emotional development; and physical development as well as literacy, mathematics, understanding of the world and expressive arts and design.

Our four school drivers

Global Child: Children understand the importance of their actions and the part they play in the diverse wider world. To be proud of their local area and the world around them. Children will leave Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected therefore preparing them for life in modern Britain.

Solid Foundations: Through our personalised and tailored curriculum, children in Early Years are taught to be responsible, resilient citizens who embrace challenges and feel success. Memorable learning experiences allow our children to retain knowledge, apply skills and develop links in their understanding. In turn, children leave Early Years with a developing independence.

Good to be me: Children learn to believe in themselves, leading to a positive physical and mental well-being our children are equipped to take risks and overcome any challenges they may face. Through the experiences our curriculum offers, our children's ambitions and aspirations are unlocked. These experiences allow them as individuals to develop their own passions and interests and become invested in their learning leading to a sense of drive and motivation and achieve their dreams.

Growth mindset: Children will learn about our 'I can do it Croc!' and develop a love for learning and self-improvement through play and exploration. Through critically thinking activities the children will develop a desire to be challenge with their learning and develop a 'can do' attitude to their learning.



Implementation

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum.

We have a curriculum that is child-centred and that is based upon wow experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design

Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependent on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us.

The school follows the Read Write Inc phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. We teach pre cursive and then cursive handwriting in Year 1.

Children are taught stories through Talk for Writing (T4W) in EYFS. Children develop their literacy skills by the imitation of stories that they learn, using actions and story mapping techniques. They then move on to innovation of these well-known stories by including their own ideas. Children also have the opportunities to show independence in their writing by planning and writing their own stories. Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week. Once the children are more independent with their writing children will complete a weekly writing task, which can be linked into our T4W text or topic.

The mathematics curriculum is taught through dedicated sessions and continuous provision, following the White Rose Maths scheme and using Number blocks as additional mathematics teaching material. These sessions are carefully planned using concrete resources and build on prior learning and real-life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and

0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things, and have a go;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Weekly couse sessions are run for children in early years that support a range of skills and develop their social interactions. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing.

Pupils have opportunities to share their learning with their parents and carers through Tapestry. Regular stay and play sessions

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children, who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Year 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's and other adult's knowledge of the child, photographs and videos on recorded Dojo. This is tracked using insight to ensure rates of progress are good from their varied starting points, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements have been moderated both in school and externally with local schools. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

