



Curriculum Statement for EYFS

Intent:

At Highbury the intention of the Early Years Foundation Stage (EYFS) curriculum is the recognition of children's interests and prior learning before planning learning opportunities. We endeavour to provide first-hand experiences which make our curriculum purposeful and relevant. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. In the EYFS curriculum, there are equal opportunities for all children to engage in new experiences, children from all backgrounds including disadvantaged should have the same opportunities using our school values to promote positive attitudes to learning and developing a growth mind set for all. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year, this enables them to gain understanding of cultural diversity.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required. Children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn-taking and sharing and are given opportunities to practise these skills in a safe and nurturing environment.

Implementation:

In Highbury Primary Early Years we follow the Early Years Statutory Framework for the Early Years Foundation Stage, This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

These Educational Programmes areas are:

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

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/weekly basis. We constantly provide enhancement opportunities to engage learners and link to our topics and developing vocabulary. We

encourage children to be independent in the continuous provision through the use of “challenges”. We support children to be intrinsically motivated to complete the challenges and therefore take ownership of their own learning. As well as learning through the continuous provision, children also access Adult Directed activities in which adults teach children particular skills, with objectives taken from Development Matters. Children also take part in daily synthetic phonics sessions. Children are encouraged to transfer the skills they learn in phonics sessions into their independent reading and writing in the continuous provision. We plan a broad and balanced curriculum which provides children with a range of first-hand experiences and opportunities to visit and explore the local community

Impact:

The impact of our curriculum is measured by assessment procedures, pupil progress meetings, half termly summative assessment which allow us to measure outcomes term from term and against all schools nationally.

We measure the percentage of pupils achieving a “Good level of development” (GLD) by the end of the Reception year.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and positive attitudes to learning. This ensures they are ready for their next stage of their learning at Highbury when they start the Key Stage 1 curriculum in Year 1.

We endeavour for pupils to have the school values embedded by the time they leave Reception: Respect, Resilience, Inclusive, Kindness, and Confidence to help them with their learning journey.