

Newfield Park Primary School

EYFS Curriculum overview

Curriculum intent:

At Newfield Park we believe that the Early Years Foundation Stage is a unique and crucial stage of a child's development, different from the National Curriculum of Key Stages 1 and 2. The Statutory Framework for the Early Years Foundation Stage (2017) establishes the unique, legal requirements for the curriculum in EYFS. It provides solid foundations, allowing children to develop, physically, cognitively and emotionally, whilst embedding a positive attitude to school life and learning. We believe that all children should have the opportunity to achieve their full potential. At the beginning of each year, in Nursery and Reception, we start by looking at children's individual needs and take into account their different starting points. We then develop a flexible but rigorous curriculum, which enables all children to follow their own learning journey which is suitable for their unique needs and stages of development. We have also devised our curriculum so that parents can interact with school and their child, and be a vital part of their child's learning journey. The curriculum we deliver is designed to provide a fun, exciting, curriculum that appeals to young children and one which is broad and balanced, but acknowledges the importance of developing early reading, writing and maths as the essential pathways to all learning. The curriculum we offer instils a love of learning and provides our children opportunities to gain the skills, knowledge and understanding they require as they start on their school journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education in Key Stage One.



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We want our children to:

- be ready and want to learn. To have a positive attitude to learning and have a desire to learn. Equally we strive to ensure they are emotionally, socially and physically ready to learn, using learning styles universally recognised as being most appropriate when teaching young children.
- be independent learners and thinkers. Our children are encouraged to show initiative, and are prepared to use a variety of strategies to learn, including adult led and child initiated activities (we call it 'choosing to learn') and learning in different environments such as our outside environment and forest school. They are encouraged to be curious and to be able to learn from their mistakes. We want our children to be resilient and not afraid to 'have a go' and make mistakes.
- be team players. Our curriculum encourages children to work together collaboratively, to help each other and take pride in each other's achievements.
- celebrate diversity and be supported morally and culturally. Children with SEND are supported appropriately allowing them to be successful on their own unique learning journey.



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Curriculum implementation:

At Newfield Park we use a mixture of play based and adult directed activities to provide an appropriate, varied and exciting curriculum for our children. We introduce the children to short 3 to 4 week topics, using an exciting starting point such as an interesting object or visitor (for example a visit from the local fire brigade, a treasure map from a pirate, a dragons egg or letter from an alien) and develop these topics according to the children's interests and the requirements of the EYFS curriculum. The curriculum is planned to enable progress in all aspects of the children's development including Understanding of the World and Expressive Arts and Design as well as to promote sustained active learning. In addition to dedicated reading, writing, maths and phonics sessions, children have adult led sessions to develop other curriculum areas. As the children progress through our EYFS, we tailor the curriculum and learning strategies to support transition into Key Stage One, whilst acknowledging children will be at different stages of development, with a wide range of unique needs. We have developed effective and engaging learning environments, both inside and outside so that children can access all areas of learning, accomodating the different learning styles of individual children. We provide high quality interactions with adults that impact on the progress of all children, both in adult directed and play based learning times. Staff use high quality questioning and interactions to check understanding, address misconceptions or move the learning on.





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At Newfield we plan using the EYFS curriculum as the basis of our learning:

Prime areas: Personal, Social and Emotional Development, Physical Development, Communication and Language.

Specific areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design.

At Newfield Park we ensure that all the areas above are delivered through carefully planned sequences of activities that provide meaningful learning experiences and develop each child's **Characteristics of Effective Learning** as outlined in the EYFS curriculum documentation.

We recognise the importance of Personal and Social and Emotional development in our EYFS as the foundation for successful learners. It is at this time in their lives that children become independent from their parents for a large part of the day and as a setting we need to provide the opportunities, support and scaffolding to ensure that this is done successfully for all. Adult directed activities and the opportunity to develop friendships at other times are crucial to this, as is adult intervention and scaffolding for children who may find this aspect of development more challenging. In Nursery, a priority is getting children 'school ready'. This includes toileting, dressing, and using cups appropriately, as well as other self-help skills required in school.

The foundations of early reading and writing is developed through our own school synthetic phonics programme based upon the DFE's 'Letters and Sound's' document. Parent workshops take place in both Nursery and Reception so that parents can support their child's learning at home. In Nursery and Reception children have daily phonics sessions and other opportunities to read and write throughout the week. In Reception, this includes guided reading and writing sessions, to read individually to an adult as well as other adult directed Literacy tasks. We use a Phonics Tracker to track phonic progress and interventions are used to support our lower ability Reception readers. Daily story, talking and rhyme sessions also develop early Literacy skills. Children are encouraged to develop a love of reading and each topic is based upon a high quality text. Every classroom has a welcoming and inviting reading area and interactive book displays. An enthusiasm for reading is an essential foundation in our EYFS, we use a variety of strategies and tools such as; inviting secret readers to read to the class, book focus days with parents, puppets and story spoons, Talk for Writing and small world and role play areas based around our quality text. Early comprehension skills are developed through our own unique reader response cards in story times.

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Maths is taught through a daily dedicated session. We want our children to be confident mathematicians and encourage them to apply their learning and skills in play and real life experiences. A quality Maths area can be found in each classroom, with challenges set for children to undertake, as well as pursue their own interests. Opportunities to develop maths skills can also be found in our Outside environment, where children are challenged to measure, make patterns and shapes, count add and subtract. At Newfield Park we have developed our own Progression in Number document, which is used to ensure rigorous and developmental planning takes place.



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Physical development is taught across the week. Children have a discrete PE lesson to develop skills such as throwing and catching, balancing and moving in different ways and team work. Cross motor skills are also practised in our outside environment through climbing, riding bikes, crawling, building and using skittles, bats and balls. Children also develop physical skills during Forest School sessions. We provide a 'Get Moving' intervention programme designed by OTs in the NHS to improve gross and fine motor skills for children who need support in this area. To develop fine motor skills we provide finger gym activities in our learning environments to improve dexterity. We also plan activities such as hammering and chopping food as well as scissor cutting activities. All children do either a daily 'Write Dance' or 'Dough Disco' session to improve dexterity and muscle development as well as practising orientation for letter writing. To improve pencil grip we practise a 'pick and flick' approach in Nursery and Autumn term in Reception. Letter formation is introduced in Autumn term Reception, and is practised daily in Spring and Summer terms. Name writing is practised at the end of Nursery and from Autumn in Reception.



We acknowledge speech and language and oral communication as being vital to achievement as well as making children effective communicators both socially and academically. Staff continually act as role models to the children in order for them to develop their own speaking and listening skills. Designated Speaking and Listening opportunities are planned for, including adult directed vocabulary and language development, talking tables to encourage communication, social times such as snack time, role and small world play. We use WELCOMM to screen our children's language development and provide interventions to those children scoring below their age appropriate language development. We also provide a 'Time to Talk' intervention for those children requiring it in Reception.

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We acknowledge recent pedagogical research which suggests many children learn best outside. We provide an exciting outside environment which allows children to develop skills in different but complimentary ways from the indoor classroom, such as large construction and artwork, meaningful measuring activities, exploring the properties of water, developing gross motor skills, gardening and observation of the natural world. Children in both Reception and Nursery have a period of Forest School sessions in our on-site Forest School area. This provides unique learning opportunities to explore the natural world and engage in some exciting physical activities such as rolling in leaves, swinging from trees, den building and climbing the climbing tree.



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Curriculum impact:

At Newfield Park we intend our curriculum and learning opportunities for children to have the following impact:

- children are highly engaged enthusiastic learners and characteristics of effective learning are catered for effectively.
- speaking and listening skills are developed quickly.
- children have been provided with a broad and balanced curriculum which develops all areas of learning in the EYFS curriculum and prepares children for National Curriculum subjects, whilst acknowledge the unique nature of the EYFS curriculum
- children have developed early reading, writing and maths skills in line with age related expectations
- children have developed a wider sense of the world around them, can draw on these experiences during interactions and can link this to new learning. They can apply their knowledge to a range of situations making links and explaining their ideas and understanding.
- children are independent learners and are confident to take risks
- children, from their own unique individual starting points, will make excellent progress academically and socially against age related expectations and are prepared for Key Stage One, including SEND children. This is evident in progress in our assessments and tracking of children's progress and in the evidence in their learning journeys.

Rachel Beulah

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