



A School Family Learning for Life in all its Fullness (John 10:10)

Flourish

Aspire

Achieve

Our Values and Expectations

Curriculum Threads

Our Values

Our Place in the World

Our Well-Being

Our Voice

Our Aspirations

Intention

**Subject
EYFS**

At Mary Dean's our aim is to provide a rich and varied curriculum, focused on the delivery of the knowledge, skills, attitudes and values we feel every child needs – thus providing the basis for academic success, a life-long love of learning, and ultimately for our pupils to flourish, aspire and achieve.

Our EYFS Curriculum has been designed to reflect the nature of our school environment, our local community, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the country and world. Where possible topic themes are introduced through stories, which lend themselves to various EYFS curriculum areas/outcomes. Each learning focus does not last a specific amount of time but is based on the children's learning and interest. All of the overarching themes have resources and activities ready to use in the continuous enhanced provision. Using books to support topics, teaches children that books and reading form the basis of all learning and help them develop an appreciation for them and a desire to read for pleasure.

Our ambitious Early Years curriculum aims to teach and support all children in gaining skills and knowledge to achieve the seventeen Early Learning Goals as set out in the Revised Framework. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving, and independent learning. Some skills need to be taught discretely, so will be teacher led, but the majority of activities will be taught through play based activities. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.

Implementation

At Mary Dean's, we follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

- **Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environment** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Our experienced staff use the curriculum and our resources to establish opportunities for play-based and experiential learning. This is combined with focused teaching and practising basic skills, in line with the common play behaviours of young children. The children in our EYFS are provided with many opportunities to play and explore throughout our indoor and outdoor provision. They engage in planned, focused activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** – involves providing opportunities for young children to be active and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our phonics teaching uses a high quality synthetic phonics programme, to ensure the speedy acquisition of sounds to get every child reading accurately and fluently. Its online assessment tracking system helps identify children who are in danger of falling behind and suggests the resources and steps required to help them 'keep up'. Oracy is embedded throughout our EYFS curriculum and is an important part of our school ethos. Our curriculum and staff promote and support children's emotional security and development of their character, enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children about why it is important to eat, drink and exercise healthily as well as to be kind to others.

		<p>There are nine key skills prevalent within our EYFS curriculum. These are:</p> <ol style="list-style-type: none"> 1. To be a happy, independent and confident learner (super learner) 2. To ride a scooter and or a balance bike (sports person) 3. To follow a recipe to bake a biscuit (baker) 4. To tell a story (storyteller author) 5. To sing a song (musician) 6. To build a 3D model (crafts worker) 7. To write a message (writer) 8. To use numbers to 10 (mathematician) 9. To talk about the world around us (nature explorer) 10. To draw a map of a journey or place (geographer)
<p>Impact</p>		<p>Our children will grow to be confident, competent lifelong learners and good citizens. The children at Mary Dean’s experience a smooth transition between Nursery, Reception and into Year 1. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning upon which to build future learning. We share children’s learning with parents via our online communication system ‘Class Dojo’. This is where photos of significant learning moments are uploaded and shared in each child’s portfolio. In addition to this, learning is recorded in exercise books, which are shared with the children and their families to show their successes as they proceed on their learning journey in the EYFS. Class teachers also use floor books to celebrate and track learning experiences.</p> <p>Good transition documents and discussions with Nursery staff support initial baseline assessments carried out through observations, ‘getting to know you’ tasks and completion of the Government’s Baseline Assessment. All of these are used to inform future planning, enabling staff to plan for children’s next steps through accurate assessment. Checkpoint sheets are used to support staff in judging if children are ‘on track’ or not ‘on track’, on their journey towards meeting the early learning goals. The First Federation Trust ensures that teachers attend regular monitoring meetings, where standardisation and moderation can take place. The EYFS leader also completes gaps analyses on our provision to monitor how the children are accessing it and to ensure that there is even representation of all aspects of the EYFS curriculum. The children’s developing skills are also assessed against our ten key skills and our phonics programme has assessments each half term. By monitoring assessment procedures each term, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.</p> <p>Our children are busy, enthusiastic learners who love exploring through play and talking about their discoveries.</p>