



What the EYFS Looks Like in the Federation

EYFS Lead: Georgina Morgan

Curriculum Intent

We provide an Early Years Curriculum that is designed to be flexible, engaging and exciting so that children's unique needs, passions and interests are embraced.

Every child is an exceptional individual and we celebrate and respect differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world.

Our EYFS curriculum is driven to:

- Recognise children's prior learning and experiences.
- Provide first hand learning experiences.
- Allow the children to develop personal and social skills.
- To build resilience.
- To become critical and creative thinkers.

Our aims:

- Work in partnership with our Parents and Carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points. (We belong to a tight knit community where we promote positive relationships and attitudes to learning where we enthuse aspiration for both children and their parents).
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child's character, personal development, health and wellbeing preparing them to make a valuable contribution to society.
- Provide purposeful, enticing and well-planned indoor and outdoor environments, which support learning in all areas of the curriculum.
- Prepare children to reach the Early Learning Goals at the end of the Foundation Stage and to ensure children make at least good progress from their starting points.
- For children with particular needs, such as those with SEND, our curriculum is designed to be ambitious and to meet their needs. We are inclusive and ensure there are no barrier's to our children's achievements, regardless of background, circumstances or need.

Curriculum Implementation

In Nursery (Luston) and Reception, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage 2025. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

How it works:

Our Nursery (Luston) and Reception classes follow the Early Years Foundation Stage curriculum and work towards the Early Learning Goals. The 7 areas of learning are:

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

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

Curriculum Design:

Our half-termly themes are driven from child-centred topics based on providing our pupils with 'enticing experiences' which motivate the children, and are deeply rooted in the love of stories and reading. A range of educational visits bring 'learning to life'. Subject knowledge of the EYFS curriculum is strong among all practitioners and is used to plan a broad, balanced and progressive learning environment and curriculum for all of our pupils.

Effective continuous provision practise and principles support our 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.

Overarching Principles:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

Directed Activities

Curriculum through focused discussion and group activities.

Enhanced Provision

Curriculum through resources, stimulus, interactive display, visits and visitors.

Continuous Provision

Curriculum through high quality indoor and outdoor learning environment.

The Importance of Play:

We understand that children learn best when they are absorbed, interested and active. We believe that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years Education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults

Working with Parents and Carers:

We provide regular opportunities for parents and carers to come into school to support their child, share their learning and celebrate successes.

We achieve this through:

- Our school website
- Seesaw and Tapestry Links
- Home/school diary
- Regular meet and greet e.g. 'Read with Me sessions'
- Parent workshops e.g. 'tips and tricks', phonics workshop
- Transition sessions
- Home visits
- Reports and parent/carer consultations
- Frequent informal communication to suit individual families.

Curriculum Impact

Monitoring:

- Learning walks and discussions with children.
- Learning Journey and 'Book Looks' to monitor progress, attainment and standards.
- Professional dialogue between all members of the Early Years Team.
- Pupil Progress Meetings.
- Internal moderation and cluster monitoring meetings which ensure quality and accurate moderation with experienced practitioners.

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure that all children make 'strong progress' across all areas of the EYFS curriculum. Progress is evident in learning journals, books, displays, observations and through professional dialogue.

We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

We observe pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

The impact of our curriculum is also measured by how effectively it helps our children develop into well

rounded individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Reception Ready' and 'Key Stage 1 Ready'.

Our children make strong 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 new year group.

At the end of EYFS our children:

- have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others.
- take pride in all that they do, always striving to do their best.
- demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- develop a sense of self-awareness and become confident in their own abilities.
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

Date: September 2025

To be reviewed: September 2026