

## Intent

Early Learning Goals within the Development Matters sets the expectations of what children should be able to do at the end of Early Years Foundation Stage.

However; we aspire for our children to be able to do more, experience more and contribute more. To this end, we have developed a bespoke programme of study enhanced with curriculum enrichment that is driven by our four fundamental EYFS curriculum drivers.

### EYFS Curriculum Drivers

**Community** We want our children to develop a sense of pride in themselves and respect for others in their immediate, school and Bradford community. We want to foster partnerships with families and engagement in their child's learning journey. We want children to develop a sense of citizenship in line with British Values.

**Communication** We want our children to become eloquent orators speaking with confidence and fluency in a variety of situations. We want them to develop an enriched vocabulary and a love for reading.

**Adventure** We are passionate about the health of our children. We want children to engage in rich experiences to develop imagination, ingenuity and 'blue-sky thinking'. We will encourage managed risk and develop resilience.

**Let Your Light Shine!** We want children's sparks of interest to be nurtured to ignite their enthusiasm for learning. Through developing learning behaviours such as playing and exploring, active learning and creating and thinking critically, we want children to be autonomous with their own learning. We want them to plan, implement and review this process and do it with integrity.

### Programme of Study

Our bespoke curriculum is designed to be creative, inspiring, challenging, memorable and to provide all children with opportunities to be aspirational learners. We as an Early Years team have given consideration to what would be needed to add value to our children's culture capital. This consequently encompasses the need for children to be exposed to a range of experiences that broadens their understanding and equips them with the skills needed to be successful, confident, lifelong learners whom reach their full potential.

Our programme of study details a sequential learning sequence of skills that develop into the mastery of the skillset in line with Early Learning Goals and transitioning into Year One. It identifies key knowledge and experiences that we feel children should acquire by the time they are leaving Early Years Foundation Stage at five years old.

## 'In The Moment' Learning

We observe children's interests and fascinations allowing them to lead their play, joining them and supporting them in their pursuits. To facilitate learning in this manner, we are inspired by the *Reggio Emilia* approach to recognise the importance of developing an enabling environment where every item is child centric and the environment is considered as the '*third teacher*'.

## Outdoor Learning

We want our children to play out of doors to exercise their growing intellectual and emotional muscles, as well as their physical ones. We want them to develop their ability to think, feel, see and understand, do and to represent and express. We want them to imagine, puzzle, wonder, explore, befriend and share. To enable this; we will provide opportunities through curriculum enrichment to provide outdoors hands-on learning both within our immediate school environment as well as the wider community

## Implementation

The Early Years Foundation Stage Curriculum programme of study for curious minds incorporates the statutory requirements of the 'Statutory framework for the early years foundation stage' as well as other experiences and opportunities which best meet the developmental needs of the children in our school with value added to their culture capital and the development of a range of transferable skills.

The curriculum and early years practice have been shaped with respect to the four overarching principles:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- 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 and/or carers
- **children develop and learn in different ways and at different rates.**

Age-related expectations combine the acquisition of knowledge and development of skills to create an purposeful and exciting learning journey for every child. The curriculum programme of study has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful links. Inviting environments and the classroom as a 'third teacher' stimulate children and ignite sparks of interests; engaging them in quality thinking and reasoning. Explicit 'thematic' weekly and medium term planning is responsive to the children's needs as well as "in the moment" planning that nurtures the spark and embellishes upon the interest. Both incorporate holistic approaches to teaching and learning.

Pupils work towards the Early Learning Goals of the Early Years Foundation Stage with the intentions of being ready to move onto the National Curriculum Programmes of Study at the start of Year 1. Throughout this period and beyond children are still developing their phonic knowledge and their fluency in reading through structured teaching with fidelity to the Read, Write Inc. phonics programme.

The delivery of the curriculum uses an integrated thematic approach where the 17 areas of learning and development are integrated into a theme if appropriate but also taught discretely where this might be more suitable to the circumstances. Throughout the year we have special days or weeks which have a clear focus, for example; Science Week, World Book Day and Friendship week. These are special events that enable children to learning in practice in a variety of other situations.

We take pride in providing a highly inclusive environment, where learners of all abilities can demonstrate high levels of enjoyment in their education and many make good progress in their learning. Children at all levels of ability are helped to achieve their potential. Through pupil progress analysis, those who learn rapidly are challenged and supported with tasks that provide opportunities to develop mastery. Those children whom are presented with a barrier or are slower graspers are provided with target support through modified activities and additional interventions in order to embed skills. Examples of interventions provided are Nuffield Early Language Intervention, Read Write Inc. phonic Intervention and dough disco.

### **‘In the moment’ Learning**

Resources and provocations are carefully considered with intended learning and the learning environment is engineered to act as a ‘third teacher’ facilitating children’s learning. Teachers and practitioners observe carefully to recognised sparks of interest in children and facilitate and follow their fascinations both in the moment and through further enhancements to the learning provision.

### **Outdoor learning**

The outdoor environment and local community are considered an opportuning for learning for all children. The immediate school grounds have been developed so that they can enrich different curriculum areas in ways not afforded indoors. Outdoor learning is actively promoted and planned for.

### **Practitioners, Teachers and Leadership**

Practitioners and Teachers ensure communication about children’s learning progression is constant with all stakeholders. As family key workers, practitioners communicate children’s learning and interest with parents and carers at home, as well as to all other practitioners during weekly team huddles.

Practitioners and Teachers value and undertake regular CPD through independent study, in house training, external training providers, outreach in supporting others and through network meetings.

The Early Years Foundation Stage Leader and Senior Leadership play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice. These contribute to the ongoing commitment to evolve and improve further.

### **Impact**

We anticipate that our curriculum program of study will ensure that children are equipped with skill sets and prepared for the future. During their time in EYFS they become fantastic role models and the very best of themselves. Their individuality is valued and the unique child has every opportunity to achieve and excel, based upon their own personal strengths, interest and core values whilst learning in EYFS, and in the future.

From different starting points, children progressing from their first year in Nursery to transitioning into Year 1 will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be promoted and eventually mastered to ensure children are ready and fully prepared to begin learning the National Curriculum programme of study in Year 1.

Children will;

- Be eloquent orators who have strong communication skills. They will be able to talk fluently as well as listen respectfully and with tolerance to the views of others.
- Take pride in all that they do themselves, others and their community. They will always strive for the very best.
- Demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge whilst managing risks.
- Develop a sense of self-awareness and become confident in their own abilities.
- Be kind, respectful and honest, demonstrating inclusive attitudes and have a sense of their role in wider society.