



## Madresfield C.E Primary School

**Intent** - The Early Years Curriculum is designed to:

- To create a positive caring environment where every individual thrives and is challenged.
- Develop positive learning behaviours which will be built upon throughout their time at Madresfield and prepare them for lifelong learning.
- Encourage strong partnerships with parents and carers.
- Follow Development Matters and progress towards meeting the Early Learning Goals.
- To promote indoor and outdoor learning that inspires the children to investigate and question. Throughout each day children can independently explore a wide range of continuous provision opportunities.
- Understand and follow children's interests, ensuring the curriculum meets the needs of all children is pitched at an appropriate point based on the children's starting points.
- Give relevant experiences and rich opportunities to promote and develop aspirations.
- Develop children's communication skills- expressing themselves, widening their vocabulary, listening to others and being to instigate and hold conversations.
- To support transition into Key Stage One, ensuring the children are ready for more focussed and formal learning in a mixed Year 1/2 class.

**Implementation** - What does the Early Years Curriculum look like?

- A well-structured transition programme is adapted to suit individual needs and cohorts with close links previous settings and parents and carers.
- We follow the EYFS statutory framework from the DfE.
- We have a curriculum that is child centred, based upon the children's interests and experiences, along with topics which both engage the children and promote aspirations.
- The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.
- We take time to get to know children's interests in order to support our curriculum. Following baseline assessment, the curriculum is planned based on the gaps that have been identified.
- Half termly topics reflect the whole school curriculum drivers and have links to the National Curriculum subject areas.
- Communication is threaded through the curriculum and talk is modelled and encouraged by staff. Children are encouraged to answer in full sentences and to reason and explain their thinking.
- Word Aware is taught explicitly to the whole class focusing on concepts.
- Emotional and Social curriculum – the children are encouraged to recognise how they are feeling throughout the day using a 'feelings board'. Adults talk with children and support where necessary.
- As the year progresses a more formal timetable for Literacy /Phonics and Maths is introduced.
- Phonics is regularly assessed and children are taught according to their needs.

- Throughout the day there are opportunities to share reading and poetry.
- Children in EYFS learning by playing and exploring, being active, and through creative and critical thinking both indoors and outside. Our outdoor area is used all year round and in most weather conditions.
- We ensure activities support the characteristics of effective learning.
- Children work towards the Rainbow Challenge which ensures coverage of all areas of learning.
- 'Peg Jobs' are carried out daily. This is a task which ensures challenge and promotes independence.
- Parents are involved in two-way communication sharing 'wow vouchers', parents evening, reports and frequent informal communication.

### **Impact**

We strive to ensure our children's progress across the EYFS curriculum is good from their various starting points.

We also strive to reach the Early Learning Goals at the end of Reception.

We use our observations of the children to make formative assessments, to inform future planning and build upon their knowledge and skills.

We work to ensure our children develop into confident, positive learners who are excited by new challenges and not worried about making mistakes.

We endeavour to ensure that our children leave the EYFS ready to move with confidence as learners into Key Stage One and beyond.