



## EYFS at Harwell Primary School

The curriculum that we teach in the Foundation Stage class meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage 2021. Our curriculum planning focuses on developing children's knowledge, understanding, skills and experiences and is supported by the Birth to 5 Matters guidance. This guidance supports our understanding of child development and progression across the curriculum. These documents are linked here:

[Statutory Framework](#)  
[Birth to 5 Matters](#)

### Guiding Principles from the Statutory Framework

These principles shape our practice in the early years.

- 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 Environments - children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Learning and Development - importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

### Areas of Learning

There are seven areas of learning in the EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### Prime Areas:

- ❖ *Communication and Language* (involves experiencing a rich language environment; developing confidence and skills in expressing themselves; broadening and deepening their understanding and use of an increasing vocabulary; and speaking and listening in a range of situations)
- ❖ *Physical Development* (involves providing opportunities for young children to be active and interactive; developing their co-ordination, control and movement; understanding the importance of physical activity and making healthy choices in relation to food)
- ❖ *Personal, Social and Emotional Development* (involves helping children to develop a positive sense of themselves and others; forming positive relationship and developing respect for others; developing social skills and learning to manage their feelings; understanding appropriate behaviour in groups; having confidence in their own abilities)

#### Specific Areas:

- ❖ *Literacy* (involves encouraging children to link sounds and letters and to begin to read and write; accessing a wide range of reading materials to ignite their interest)
- ❖ *Mathematics* (involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; describing shapes, spaces and measure)



- ❖ *Understanding the World* (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* (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)

### **Characteristics of Effective Teaching and Learning**

The Characteristics of Effective Teaching and Learning focus on *how* children learn rather than *what* they learn. Underpinning the CoETL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. We are striving to support children to become creative and adventurous learners. The three characteristics of effective teaching and learning 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 achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### **Intent**

Our EYFS curriculum is designed to enable all children to achieve success. At its core we provide for children’s confidence, creativity and communication skills to develop. Our curriculum is planned and sequenced to build on what the children know and can do, so that they can acquire new knowledge and skills.

#### ***We aim:***

For children to develop a love of learning and curiosity in the world to support them throughout their educational journey and beyond.

To embed the school values (respectful, resourceful, responsible and resilient).

To support and develop confident, happy, kind, caring, creative, inquisitive, optimistic children.

To create an engaging learning environment to enable creativity and challenge.

To work in partnership with parents and carers.

To ensure children make good progress from their starting points.

To support transition into KS1.

### **Implementation**

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We provide a curriculum overview that is further developed and enhanced through children’s own interests and curiosities (see appendix for curriculum overview). Our classroom environment has been developed to provide open-ended resources to enable high levels of creativity and problem-solving. We follow the ‘In the Moment Planning’ approach. This allows our staff to harness teachable moments, provide an individualised curriculum and ensures progression for all. High level involvement (when the brain is at its most active and learning is most successful) occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Staff co-play to question and wonder together with the child. Staff encourage vocabulary development, communication skills and mark-making through this co-play and approaches we use such as The Message Centre. We embed a love of stories through our Drawing club adult-led sessions and ‘Story Basket’. Drawing Club enables the children to develop a richer vocabulary. It also enables a focus on characters, settings and possibilities. This leads onto the Talk4Writing approach in KS1. We also follow the Helicopter Stories approach to record and



perform children's storytelling. This approach develops storytelling, self-confidence, creativity and communication skills. The 'Hygge in the Early Years' approach has been employed to develop our woodland and nature learning. This embeds mindfulness, curiosity and wonder in our exploration of the natural world around us. We visit our school woodland once a week. RE and PSHE are taught through adult-led sessions and follow the Jigsaw and Discovery schemes. Maths is taught in adult-led sessions following the revised White Rose Maths scheme (2020). Numberblocks is embedded to provide additional support to children's understanding of the mathematical concepts. Maths is embedded within children's child-initiated learning. Phonics is taught through a daily adult-led session following the Read, Write, Inc scheme. Additional opportunities to embed this learning is through phonics, reading and writing within child-initiated learning and phonics and reading support at home. Children's PD and PSED are developed through our swimming and PE sessions across the year. Parents are actively encouraged to contribute to Tapestry and join us termly for our 'outcome'. We have strong links with the local pre-school to support a smooth and successful transition into school.

### **Impact**

Children feel safe and happy and enjoy coming to school. High levels of engagement and motivation demonstrated from the children which supports them to become lifelong learners. Children access a balanced and challenging curriculum regardless of their background, needs or abilities. Children develop a broader and richer vocabulary. There is evidence of strong links with parents. The impact of our EYFS curriculum ensures that by the end of the EYFS year the majority of pupils achieve GLD. Focus child sheets and the ITMP approach enable a personalised curriculum and a collaboration between home and school to support the child and ensure all children build on their current knowledge and skills at a good pace. Next steps for children are addressed 'in the moment'. We regularly discuss children's progress and identify any pupils who are not on track. Assessments judgements are moderated. Children are prepared for the future key stages through an emphasis on PSED and C&L alongside core maths and phonics skills. Children demonstrate the CoETL and are prepared for the next stage in their learning. This approach contributes towards the successful transition into KS1 as it helps our pupils develop into well rounded individuals who embody our values and have the knowledge, skills and attitudes to make them lifelong learners and valuable citizens.



## Appendix 1 – Overview

### Foundation Class Year Planner

These are overview themes recognising the links between some of our adult-led learning that may be developed upon in the continuous provision. We follow ITMP (In the Moment Planning) in the children's play and use Birth to 5 Matters as guidance to support our curriculum and understanding of progression.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Mel</b>	<b>Mystery &amp; Magic</b>	<b>Fairytales</b>	<b>Heroes</b>	<b>Minibeasts</b>	<b>Wonderful world</b>
<b>Key Events</b>	Talk like a Pirate Harvest Halloween	Diwali Bonfire Night Remembrance Christmas	Chinese New Year Valentine's day	World Book Day Mother's Day Holi Easter	Bank Holiday Harwell Feast	Father's Day Sports Day Transitions
<b>Drawing Club</b> (PSED, CL, PD, Lit, M, UW, EAD)	<b>Smeds and Smooos</b> Night Pirates The Gruffalo Rainbow Fish	What's in the witch's kitchen? Aliens love underpants Room on the Broom Not Now Bernard	The Three Billy Goats Gruff Jack and the Beanstalk Little red Hen Who's been eating my porridge?	<b>Supertato</b> Smartest Giant in Town Smiley Shark	<b>Superworm</b> Bad-tempered Ladybird What the ladybird heard	The Bog Baby The tiger who came to tea The tin forest
<b>Nature Focus</b> (PSED, CL, UW, EAD)	Autumn Sticks, leaves, owls	Autumn Spiders, hedgehogs, birds	Winter Hibernation, Northern lights, rocks, nature art, worms, snow	Spring Rain, flowers, seeds, rainbows, baby animals	Spring/Summer Beans, butterflies, tadpoles, flowers, wind, storms	Summer Clouds, bees, herbs, sunshine and shadows, streams, fossils
<b>PE and Swimming</b>	Swimming – water confidence	PE - Gymnastics	PE - Dance	PE – Ball skills	Swimming –water confidence	Swimming – water confidence
<b>RE (PSED CL UW)</b>	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
<b>PSHE (PSED CL UW)</b>	Being me in my world	Celebrations	Dreams and Goals	Healthy me	Relationships	Changing me
<b>Music &amp; Rhyme (PSED UW EAD)</b>	Autumn inspired Beat, Rhythm	Fireworks Christmas Play – Singing	Goldilocks song Fairy tale songs and rhymes	Vivaldi – 4 seasons, response to music	Minibeast rhymes and songs Cautious caterpillar	Carnival of the Animals Pitch
<b>Visits/visitors</b>	n/a	Autumn village walk & mapping	Posting a letter	Police/Firemen Lambing	Caterpillars / Frogspawn / eggs	Farms2ewe Church visit

Specific language focus – Drawing club, Helicopter Stories, Story Basket