



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 [Development Matters](#) guidance. We also use [Birth to 5 Matters](#) guidance to support and deepen our understanding of child development and progression.

Guiding Principles from the Statutory Framework

- 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. Further details of the educational programmes can be found in the Statutory Framework.

Prime Areas:

- ❖ *Communication and Language*
- ❖ *Personal, Social and Emotional Development*
- ❖ *Physical Development*

Specific Areas:

- ❖ *Literacy*
- ❖ *Mathematics*
- ❖ *Understanding the World*
- ❖ *Expressive Arts and Design*

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning focus on *how* children 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 has key principles that guide our planning and interactions with the children. These are for our curriculum to be: **play-based, curiosity promoting; vocabulary rich; and child led**. The whole school curriculum drivers of 'Community' and 'Possibility' are threaded throughout our learning. 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.

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. 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. Drawing Club enables the children to develop a richer vocabulary. It also enables a focus on characters, settings and their own imaginations and developments from a story. 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 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 significantly through the children's play and through our swimming and PE sessions across the year. The children's curiosity, thinking skills and confidence are furthered through our weekly 'Bright Ideas Time' discussions to explore big questions and think about 'odd one out'. The children's expressive and creative skills are developed throughout their play and the resources available to them. Additionally, there are regular music and singing sessions and the children create a Christmas performance for their parents. Parents are actively encouraged to contribute to Tapestry and join us for our 'outcome' sessions throughout the year. 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, using both Development Matters and our Harwell School Knowledge and Skills Progression document. 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 – Year 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 'Development Matters 2021' as guidance to support our curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Magnificent things	Terrific Tales	Heroes	Minibeasts	Wonderful world
Key Calendar Events	Talk like a Pirate, Harvest Halloween	Diwali, Bonfire Night Remembrance, Christmas	Lunar New Year Valentine's day	World Book Day, Mother's Day, Holi, Easter	Bank Holiday Harwell Feast	Father's Day, Sports Day Transitions
Links to Curriculum Drivers - Communities & Possibilities	Community - Learning about us, our class community, our family and village community. Display family photos. Possibilities - our aspirations and ambitions	Community - Embed community of the class & begin to explore village. Possibilities - space exploration, performing in the play	Community - local resources e.g. library Possibilities - authors, storytelling	Community - police and firefighter visit, helping others Possibilities - aspirations for future careers	Community - importance of caring for nature and habitats. Developing an understanding of our community	Community - responsibility for world, caring for the environment, habitats and creatures Possibilities - understanding the positive impact the children can have on our world
Key themes for the class and Continuous Provision	Our children, our family, our class. 'Welcome to our world' book - to p.19. Home corner. Portraits. Pirates. The Colour Monster	Bonfire night, Dinosaurs, dragons, space, wizards/witches, Christmas. 'Welcome to our world' school sections	Fairy tales, stories, castles, royals, stories/tales from around the world	Heroes, superheroes, people who help us, dressing up, create props	Minibeasts, habitats, storytelling, puppets, Caterpillar lifecycle, frogspawn? Minibeast crafts	'Welcome to our World' text to explore similarities and differences around the world Countries, places, holidays, environment
Drawing Club (PSED, CL, PD, LIT, M, UW, EAD)	Smeds and Smoos 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?	Supertato Smartest Giant in Town Smiley Shark	Superworm Bad-tempered Ladybird What the ladybird heard	The Bog Baby The tiger who came to tea The tin forest
Nature Focus & Understanding the World (PSED, CL, UW, EAD)	Autumn - Sticks, leaves, owls. Their own life story and how they've changed. Treasure maps, maps of classroom	Autumn - Spiders, hedgehogs, birds. Christmas around the world, recognise there are different countries/languages	Winter - Hibernation, Northern lights, rocks, nature art, worms, snow Maps - story settings, journeys Past represented in stories - comparisons to present day	Spring - Rain, flowers, seeds, rainbows, baby animals Beebots and maps for emergency services	Spring/Summer - Beans, butterflies, tadpoles, flowers, wind, storms Drawings of plants and creatures	Summer - Clouds, bees, herbs, sunshine and shadows, streams, fossils Drawings of plants and creatures Create school and village maps (journey to school)
PE and Swimming	Swimming - water confidence	PE - Dance	PE - Gymnastics	PE - Ball skills	Swimming -water confidence	Swimming - water confidence
RE (PSED CL UW)	What makes people special? (Discovery RE)	What is Christmas? (Discovery RE)	How do people celebrate? (Discovery RE)	What is Easter? (Discovery RE)	What can we learn from stories? (Discovery RE)	What makes places special? (Discovery RE)

PSHE (PSED CL UW)	Being me in my world (Jigsaw)	Celebrations (Jigsaw)	Dreams and Goals (Jigsaw)	Healthy me (Jigsaw)	Relationships (Jigsaw)	Changing me (Jigsaw)
Music (PSED UW EAD)	Autumn inspired rhymes & Charanga Unit 1 'Me' unit	Fireworks inspired Christmas Play - Singing	Goldilocks song Fairy tale rhymes Charanga Unit 2 'My Stories'	Vivaldi - 4 seasons, response to music Charanga Unit 'Everyone'	Minibeast rhymes and songs, Cautious caterpillar Carnival of the Animals. Charanga Unit 'Our World'	
Possible Visits/visitors	n/a	Autumn village walk & mapping	Library links	Police/Firemen Lambing	Caterpillars / Frogspawn / eggs	Farms2ewe Church visit

Specific language focus through Drawing club, Helicopter Stories and Story Basket
Ongoing 'Past, Present, Future' display in class to be added to and adapted throughout the year.