

## Curriculum Statement and Pedagogy for EYFS



Our four overarching principles, from the Statutory Framework for the Early Years Foundation Stage are:

- Every pupil is a unique child, who is consistently learning and can be resilient, capable, confident and self-assured.
- Pupils learn to be strong and independent through positive relationships.
- Pupils 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. Pupils benefit from a strong partnership between practitioners and parents and/or carers.
- Pupils develop and learn at different rates so the curriculum offered caters for each child's individual needs.

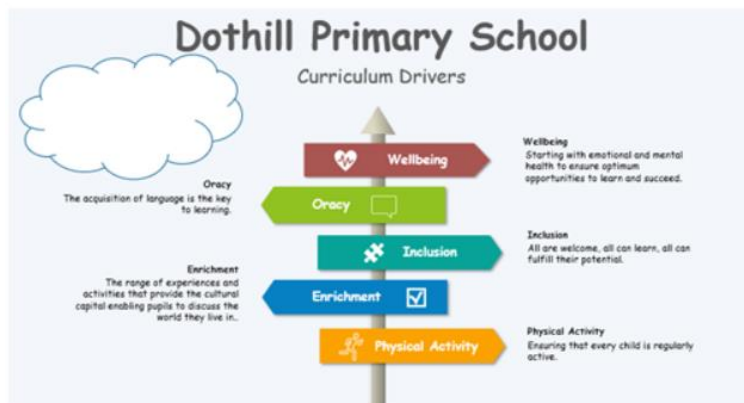
The core of our EYFS curriculum is the Statutory Framework for the Early Years Foundation Stage, which is supported by Read, Write, Inc, Early Years Foundation Stage Profile (2021), Development Matters, Birth to 5 Matters and the Seven Features of Effective Practice.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.



All children have access to a high-quality, ambitious EYFS curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

**At Dothill we have five curriculum drivers** that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



**Enrichment** - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In EYFS some of the enrichment activities include nature walks to Dothill Nature Reserve, access to the forest area and gardening in our outdoor area.



**Wellbeing** - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In EYFS wellbeing is woven throughout our setting, the children arrive at school and complete a wellbeing check, we reinforce wellbeing through positive affirmations and we encourage the children to become independent in both their self-care and learning. We also use CalmBrain each morning and afternoon- research shows that regular use of CalmBrain results in children who are better able to regulate their physical, emotional and mental stress response.

**Oracy** - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In EYFS oracy is developed through encouraging conversations, learning how to ask interesting questions and learning new vocabulary for all new experiences. The staff in EYFS are skilled in asking questions that allow children to explain their learning and further develop their

skills and knowledge. In EYFS we use Talk Boost intervention for developing Speech and Language and Talk Through Stories to further develop vocabulary and the use of language.

**Physical activity** - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into EYFS through all the different areas these include role play, the creative area, construction area, dough gym and our outdoor learning space. We also follow calm brain at different points throughout the day and have a dedicated taught session of physical activity on a Friday.



**Inclusion** - All pupils participate in our EYFS curriculum. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their individual need. We make the following alterations to the curriculum to ensure all pupils needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Use of scaffolding board to allow children to independently request different levels of support.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.



### **Links with Nursery**

Before children join us at Dothill the lead reception teacher visits each nursery to enable us to gather relevant information about each unique child. During the visit we spent time talking to the child's key worker and have a list of generic questions that we ask to ensure we are gathering the same information for all pupils. The teacher then spends some time observing the child in their setting and will introduce themselves. These visits take place before the transition day in the summer term. Relevant reports and information are also requested from the nursery to give the finer details of where the child is achieving within Development Matters. If a child has a specific SEND need an additional meeting will be organised for the SENDCo to meet with the nursery team to discuss the child, their needs and how best to support them.



### **Early Years Foundation Stage Pedagogy**

The EYFS team at Dothill Primary School focus on the Seven Features of Effective Practice. Using this model, we have designed our curriculum, timetabling and practice and with the Seven features in mind.

At Dothill we recognise that children need to be taught specific knowledge through direct and sequential teaching to gain the knowledge base that will ensure they are equipped for the expectations of the Year 1 curriculum. We recognise that as practitioners in a reception class we need to be able to understand different ways of presenting learning to meet the needs of all children. We ensure that the children have a balance of adult directed teaching and continuous learning provision across all seven areas of learning.

We carefully consider the interactions made with children during planned and continuous learning provision - communicating and modelling language, showing, explaining, demonstrating, and exploring ideas and suggestions. Effective questioning is used throughout all sessions in the early years allowing children to develop their confidence with speaking, use key vocabulary, share their ideas and thoughts, show understanding and moving learning on.

The following pedagogical approaches will be used in our classroom daily:

**Adult Directed Whole class teaching:** Short well-planned sessions over the course of the day where children experience hierarchical learning with specific learning intentions. Sessions include - daily Read Write Inc for phonics and reading, maths introductions and key concept teaching across all areas of the curriculum, storytelling, learning and reciting poetry.

**Adult directed small group teaching:** Short well-planned sessions over the course of the day where small groups of children with similar abilities experience hierarchical learning with specific learning intentions and have the opportunity to discuss, practise and repeat learning from whole class sessions as well as learn new knowledge at the right level for the particular group of children.

**Intervention and Adult directed 1-1 teaching:** Children will work with an adult on a specific area of learning for a short, focused time with a specific learning intention. An example of this may be an intervention with a child to practise blending sounds together into words with the direct teaching approach of My turn, Your turn.

**Adult responses to child-initiated learning:** This area involves skilled adults sensitively observing children engaged in play and recognising when they can move a child's learning forward. The adult will then engage with the child or children to enable the play to be developed so that children are gaining key knowledge and vocabulary. This may be a short interaction lasting a few minutes or a longer more engaged session during continuous provision. We refer to child led learning with the children as 'My learning time.'

**Scaffolding learning:** We recognise that we can scaffold children's learning to help them develop confidence and key knowledge to meet early learning goals. We have designed a ladder of scaffolding which is shared with children when appropriate during their first term in school. We encourage children to be specific about the support they want when asking for help: 1- Do it for me 2- Model it for me 3- Prompt me and I will try myself 4- I will try to be independent. As adults we are responsible for encouraging children to try and move towards the independent stage with each interaction.

**Repetition and practice:** Children learn more and remember more when learning is repeated. Children will be encouraged to repeat activities and practise in different contexts until they have succeeded in gaining the knowledge and skills they need to succeed. During children led learning children are given a range of opportunities and activities to practice skills and concepts that have been taught during adult directed sessions. Where adults have observed misconceptions and gaps in learning during child initiated, activities and opportunities will be planned by staff to consolidate their learning.



**Baseline Assessment:** Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching and intervention within the first term.

**Assessment** is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. This supports in identifying gaps in knowledge and enabling teachers to respond appropriately. Children are assessed against the Development Matters Statements and Early Learning Goals.

We choose to use books or experiences, to provide a context for learning, for all seven areas of learning to ensure a broad and balanced curriculum offer. Children will experience the enhancements throughout adult directed teaching and moving into continuous learning provision.

The ambitious end points we have designed are the expectation for all children following the full year in our EYFS setting, however many children will naturally extend their learning beyond our planned curriculum through the opportunities available to them during child-initiated learning.

The EYFS curriculum includes rich opportunities for children to develop the foundations required in order to reach and exceed their potential and to become enthusiastic and engaged learners. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build on their understanding and apply new knowledge in both our inside and outside learning environments. We also encourage children to share news from home, learning about and celebrating the varied experiences of each child.



The impact of the EYFS curriculum is reflected in the well rounded, happy and confident children that transition successfully into Year 1. The curriculum ensures that children are year one ready and equipped to access the national curriculum.

At the end of EYFS our children have developed communication skills that are both written and verbal; they have learnt to listen respectfully and with tolerance to the views of others. They take pride in what they do and believe and know they can do their best. They understand their local community and have developed a sense of the wider community and their place in it. They have learnt, compassion and resilience and are ready to fulfil their role within school living with Dothill values with confidence and pride.



**The impact of the curriculum is that children:**

- Have attained well by meeting the Early Learning Goals demonstrating they are ready to access year one and the national curriculum.
- Have gained knowledge in key concepts to make them ready for moving into year one and are prepared to further develop knowledge in all subject areas.

**Personal, social and emotional development**

- Have positive relationships with staff and peers.

- Have the personal, physical, and social skills they need to succeed such as high levels of curiosity, concentration, and enjoyment of learning ready for the next stage of their education.
- Demonstrate a positive attitude to learning through high levels of curiosity, concentration, and enjoyment.
- Can manage their own feelings and behaviour, understanding how these have an impact on others.
- Understand the importance of healthy living and keeping active.

### **Physical Development**

- Have developed a fluent handwriting style.
- Move with confidence and control on a range of equipment.
- Use a range of small tools effectively.

### **Communication and Language**

- Have develop key vocabulary across all areas of learning.
- Can effectively communicate with both adults and peers.

### **Literacy**

- Use their acquired knowledge of phonics to read and write accurately and with increasing speed and fluency.
- Enjoy, listen attentively, to their peers and adults and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Have attained well in RWI, knowing set one and two sounds, and be in a position to complete the program by the first term in year two.

### **Mathematics**

- Have a deep understanding of early numbers and the ability to recognise the pattern of the counting system as well as key aspects related to shape, space, and measure.
- Automatically recall number bonds to 5.

### **Understanding the World**

- Have a sense of theirs and other's role within society.
- To understand the concept of the past.
- To recognise similarities and differences between cultures.

### **Expressive Art and Design**

- Have a wide and varied repertoire of nursery rhymes and songs.



- To use their imagination to create through a range of medium.