

Rationale
<p>Our EYFS curriculum provides a high-quality education, based on quality children’s literature (Ruth Miskin Talk Through Stories) to extend and deepen their vocabulary so that they can understand the books they will soon be able to read for themselves. Themes are planned based on children’s interests and specifically links to developing their vocabulary knowledge, learning is purposeful and fun ultimately enabling children to make progress. We follow the Statutory Framework for the Early Years Foundation Stage. This framework states that the Early Years Curriculum is split into 7 areas of learning. The areas are as follows:</p> <p>Prime areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language • Physical development • Personal, social and emotional development <p>Specific areas of learning</p> <ul style="list-style-type: none"> • Literacy • Maths • Understanding the world • Expressive arts and design <p>In order to ensure that children reach the intended end point i.e. the Early Learning Goals, we have developed progression checkpoints that support pupils to reach a Good Level of Development. The statements enable staff to assess a child’s rate of learning and development in order to plan next steps. The statements are based on the Early Years outcome statements and Development Matters. The progression statements are separated into checkpoints that we track the children throughout the year.</p>
Intent
<p>The EYFS curriculum meets the statutory expectations of the EYFS framework. Our personalisation, reflect the school’s context and ensures learners understand diversity and equality whilst maximising opportunities to enrich subject content and fulfil our experience promise. Our curriculum ensures children’s ‘school readiness’ and gives children the foundational knowledge and skills that support them for the next stage of their education.</p>
Implementation
<p>On entry to school the children’s prior knowledge and skills are assessed, this information is used to plan the next steps. Themes can be tailored to the interests of the children and plans are often adapted to follow these interests. Reading is at the heart of all learning and carefully selected age appropriate quality texts enhance the learning within the theme. There is always a clear rationale for each book, clearly defined tiered vocabulary and key knowledge we expected the children to learn. These identified texts become the ‘Star books’, which children revisit through daily love of reading sessions.</p> <p>Activities are planned to teach the children the necessary skills and knowledge for the children to progress in the seven areas of learning. Early mathematics and phonics teaching are prioritised to give children to foundations for future learning.</p> <p>Knowledge is progressive (building on prior knowledge) and provides the foundations for the Key Stage programme of study. We ensure that knowledge and skills are revisited to allow children to make connections between learning therefore remembering more. The curriculum is enhanced with experiences and contexts, such as visitors and trips, to make real life connections with their learning.</p> <p>Structured, purposeful and well planned continuous provision provides the children with an appropriate balance of adult-led and child-led activities to apply their learning as well as to practise and rehearse skills to provide a solid foundation. Adults intervene effectively in children’s play to in order to challenge misconceptions, reinforce vocabulary or move a child’s learning on.</p> <p>We encourage the children to be Achievosaurus, and through play, they become effective and motivated learners. At Hopwood, there are seven Achievosaurus all together, each linking to an aspect of the Characteristics of Effective Learning. The aim is for the learning dinosaurs to encourage the children to remain effective and motivated and give them the appropriate language to be able to explain the skills they use while learning.</p> <p>The Achievosaurus are as follows:</p> <ul style="list-style-type: none"> • EXPLOROSAUR, explore everything around me - <u>Playing and Exploring</u> • ASKARAPTOR, ask questions and find things out - <u>Playing and Exploring</u> • TRYATOPS, try my best and never give up - <u>Active Learning</u> • STICKOSAURUS, stick at tasks and persevere - <u>Active Learning</u> • PROUDASAURUS, show pride in work/activity – <u>Active Learning</u> • SOLVEOSAURUS REX, work hard to solve problems. - <u>Creating and Thinking Critically</u> • THINKODOCUS, think carefully about what I learn. - <u>Creating and Thinking Critically</u>
Impact
<ul style="list-style-type: none"> • Attainment and progress is rigorously tracked using the checkpoints for each area of learning and next steps are planned that meet the needs of the cohort and/or specific groups of children. • Children will achieve a Good Level of Development by the end of the EYFS. • Children will have the foundational knowledge and skills for the Key Stage 1 National Curriculum. • Children develop the Characteristics of Effective Learning so that they develop into confident learners who are able to work with others.