CHILTON FOLIAT CE VA PRIMARY SCHOOL

Early Years Curriculum and Policy

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community.

Date Reviewed	September 2024
Review Period	Annually/**2 Yearly**/Readopted/Other
Review Body	Early Years Lead, Headteacher with staff colleagues and key personnel

CHILTON FOLIAT CE VA PRIMARY SCHOOL
Early Years Curriculum

Intent

At Chilton Foliat our Foundation Stage Curriculum begins with the child at the centre of all we do. It continues on from the experiences children have at nursery and pre-school and encompasses what we know about early child development. It recognises young children as active learners and supports them as they explore relationships and learn how to express and control their emotions. Building new relationships and developing emotional and physical well-being, gives our children the courage and confidence to further explore the world around them, to meet new challenges, solve problems, think creatively and build resilience.

Child Centred Themes

Children's interests are firmly embedded in familiarity: Me and my family; the immediate environment and everything in it; the community and the wider world and the world of make believe. With this in mind, we have developed our curriculum themes to reflect these interests and to connect the Early Years Framework to our children. By following these child-centred themes, we can ensure that learning experiences are enjoyable, relevant, motivational and most importantly have a positive impact on the acquisition of knowledge, skills and concepts across all areas of learning.

Knowledge and Skills

The knowledge and skills that we teach are set out in Development Matters (non-statutory curriculum guidance for the Early Years Foundation Stage) and the Statutory Framework for the Early Years Foundation Stage. We set these out in a sequence of learning, which includes our child centred themes but offers some flexibility to include further themes led by children's current interests and needs. Our knowledge, skills and approaches to learning provide the foundations upon which the rest of the school can build.

Learning Through Play

The 'Characteristics of Effective Learning' (Playing and Exploring, Active Learning and Creating and Thinking Critically) are included throughout our curriculum, as we know that the EYFS is "about **how** children learn as well as **what** children learn." (Development Matters DFE 2021).

These characteristics are the learning behaviours and attitudes that we believe will ensure that learning is continued throughout their time in reception and into KS1 and beyond. They provide a secure foundation upon which to support children as they connect with our Christian values and the wider school curriculum. It is this secure foundation for future learning that also motivates, engages and drives the thirst for knowledge from the very start of the reception year.

We value play-based learning, recognising that when children are absorbed and actively engaged, learning is deepened and children begin to develop their own ideas and strategies for doing things. We aim to provide a well-structured environment that responds to children's interests and play contexts and encompasses all areas of learning.

The Role of the Adult

Our core responsibility is to care for our children so they are able to thrive socially, emotionally and academically. We recognise the responsibility we have for knowing them all as individuals and for using this knowledge to ensure that our learning environment supports their next steps in learning. At Chilton Foliat, adults in the EYFS will be constantly developing their understanding of how our children learn so that we can enhance our provision and support our children's needs and development.

Parents and Carers

We actively encourage parents and carers to be involved in our curriculum, to share progress and discuss their child's needs on an on-going basis. The wealth of knowledge and understanding that parents have about their children can support practitioners to gain a holistic picture of development and help to shape learning in the classroom. Our involvement with parents begins from the moment a child receives a place at Chilton Foliat School, welcoming the whole family on their child's continued learning journey.

Implementation

Rationale

'Every child deserves the best possible start in life and support to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.' (*Statutory Framework for the Early Years Foundation Stage (DFE)*

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We deliver the Early Years Foundation Stage through the seven areas of learning found in the statutory framework, including the characteristics of effective learning; through Development Matters (non-statutory guidance) and through our own curriculum themes.

Statutory Framework for the Early Years Foundation Stage

The statutory Framework sets out the standards that all Early Years providers must meet to ensure that children from birth to five learn and develop and are kept healthy and safe. There are seven areas of learning and these are divided into three prime areas and four specific areas.

<table>
<tr><th>PRIME AREAS</th><th>SPECIFIC AREAS</th></tr>
<tr><td>The prime areas develop quickly in response to relationships and experiences, and support learning in all other areas. The prime areas are fundamental throughout the EYFS</td><td>The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.</td></tr>
<tr><td>Personal, Social & Emotional Development

Communication & Language

Physical Development</td><td>Literacy

Mathematics

Understanding the World

Expressive Arts & Design</td></tr>
<tr><td colspan="2">There are 17 early learning goals (ELGs) distributed across the seven areas of learning that all children are assessed against at the end of the reception year. This assessment forms the Early Years Foundation Stage Profile (EYFSP). The five areas of learning in bold contribute towards the final assessment of ‘a good level of development’.</td></tr>
<tr><td colspan="2">Characteristics of Effective Learning</td></tr>
<tr><td colspan="2"><table>
<tr><th>Playing & Exploring</th><th>Active Learning</th><th>Creating & Thinking Critically</th></tr>
<tr><td>Children investigate, experience new things and have a go.</td><td>Children concentrate, keep on trying to overcome difficulties and enjoy their achievements.</td><td>Children develop their own ideas, make links between ideas and develop strategies for carrying out tasks.</td></tr>
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Development matters: Non-statutory Guidance for the Early Years Foundation Stage

Development Matters is the non-statutory curriculum guidance that we use to implement our Early Years curriculum. This guidance sets out the pathways of a child's development from birth to five. By using this guidance and through our visits to nurseries and pre-schools we are able to build on children's previous experiences.

Development matters
https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

Early Years Curriculum Themes

Our curriculum starts with the child and his/her relationship to the classroom, to family, home and to friends (Marvellous Me). This expands as the child moves through the reception year, to the local environment (I Wonder…) and the natural and wider world (I wonder, into World Outside My Window). Each overarching theme sets out key pieces of learning; the skills, knowledge and attitudes we want children to learn across the year. They are carefully planned for and can be built upon as children move into key stage one and beyond. Additional themes are also planned for which follow children's predictable experiences (for example, Christmas or The Baby Project), their developing interests or that reflect current events. In many cases our learning objectives will fit naturally into these themes, but in some cases, learning will need to be taught discretely, for example, the teaching of phonics.

Marvellous Me

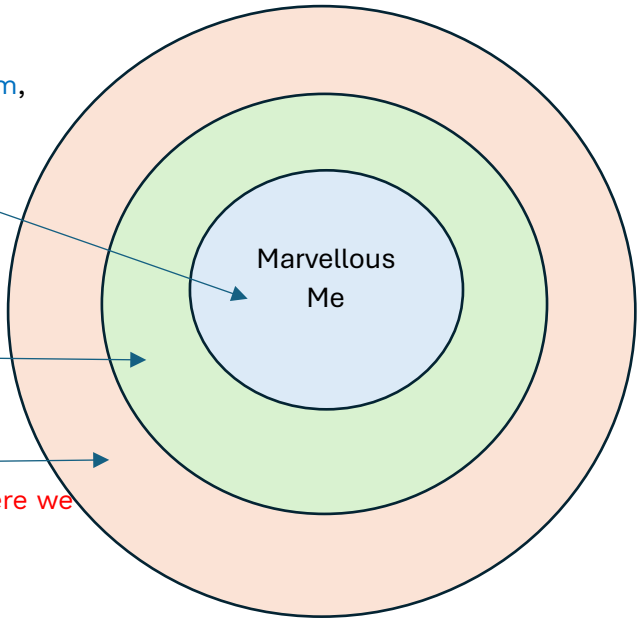
The child's relationship to: the classroom, family, home and friends.

I Wonder...

Taking care of myself, the local environment, the natural world and the wonder of the wider world.

World Outside My Window

Taking care of my world, comparing where we live to places in the wider world.



With thankfulness, courage and love, we strive to improve heart and mind

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13

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By following the child-centred themes we will meet our intent to be enjoyable, relevant and motivational, but will ensure that all areas of learning are also explored.

For example, a theme on Autumn will capture children's interests on the changing world around them and will sit within the areas of learning on Understanding the World and Expressive Arts and Design. However, other areas of learning will be crucial as the children explore and develop their knowledge and understanding:

- Personal, Social and Emotional Development: children work together, sharing resources
- Communication and Language: children will talk about what they see and hear and embed new vocabulary
- Physical Development: Children will practise their fine motor skills when putting on coats and wellies and when venturing outside on an autumn walk
- Literacy: reading books will enhance the theme of autumn and support the introduction of new vocabulary
- Mathematics: children will be sorting, sequencing, counting and exploring patterns in the natural world.

Our themes can easily be linked to National Curriculum subjects, ensuring that the Early Years remains connected with the rest of the school and that skills, knowledge and attitudes can built on effectively.

Term	1	2	3	4	5	6
Overarching Curriculum theme	Marvellous Me		I Wonder...		World Outside my Window	
EYFS themes	Seasons and me	Let's celebrate	Frozen Planet	Let's explore	What's in the garden?	Where in the world?
Main links to National Curriculum subjects	History Science Art PSHE	RE History	Geography Science	RE History	Science Art	Science Geography
NB: links to PSHE, art, D&T, computing and PE are taught throughout the year.						

Delivering the Curriculum

Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching (Development Matters 2023).

Our curriculum is delivered through the three approaches of: continuous provision, enhanced provision and through direct teaching activities. We believe that children learn best when there is a balance of approach across the day.

Direct Teaching

This is learning led and managed by the adults and is carefully planned and evaluated. It often involves focussed discussion, modelling new ideas or skills and the introduction of new vocabulary. Our phonics, maths and RE begin with direct teaching, with clear objectives and an intended outcome. The outcomes of this learning can then be consolidated through other activities within the provision. A directed activity can be with the whole class or within a smaller group, for example, when learning specific skills, such as, using scissors or learning how to write.

Continuous Provision

Continuous Provision describes areas of learning within the classroom and the outdoor area that are available to children every day. In each of these areas is a set of resources that children can access all the time. The resources and the way that they are organised remains constant throughout the year, ensuring that children have a familiar environment in which they can develop play, practise new skills and extend ideas over time. It is used to offer new challenges as well as encourage and support independence and enhance experiences through stimulating resources and interactive displays. It supports and extends the specific knowledge and skills that are learnt through direct teaching.

Within the different learning areas, adults will play alongside children to observe and to identify new interests. They will support learning by careful intervention, modelling and embedding new vocabulary. Children will also be supported to make links to previous learning. This could be practising and consolidating learning in maths or phonics or revisiting themes developed earlier in the year or from nursery experiences. Wondering out loud and asking questions will ensure that learning is deepened. With this effective adult interaction, the classroom provision ensures that learning is enjoyable and challenging and that children are supported to know and remember more.

Enhanced Provision

Alongside Continuous Provision we use 'enhancements' to extend and enrich children's learning. The enhanced provision enables children to further develop their ideas and interests.

Enhancements could be new resources, books, artefacts or equipment. They are made available within the areas of learning for a fixed period of time and are provided in response to what the adults have observed children need next. They could also build on seasonal themes, story ideas or current events. Sometimes enhancements will involve visitors to school.

The adults will interact with the children to introduce new ideas or resources and to guide children's initial explorations and discussions.

Continuous Provision Areas:

Mark Making/Independent Writing ~ both indoor and outdoor provision.

Maths Investigation

Books and Puppet Area

Block and Small World Play

Small Construction Play

Role-play ~ Domestic Home Area (themed role-play may be included depending on children's interests. 'Pop-up' role play areas may also be included both in and outdoors).

Science Investigation & Enquiry

Art/Workshop Area

Wet Sand/Dry Sand ~ outdoor area

Water ~ outdoor area

Special Educational Needs and Disabilities (SEND)

At Chilton Foliat we are inclusive of and committed to meeting the needs of all children so that they can achieve the best possible outcomes. We offer an equitable curriculum. This means that we provide an inclusive 'universal' provision and additional 'targeted' support where children require it. Our universal provision supports our interactions with children and allows us to adapt our teaching to individual learning styles and meet the diverse needs of all children. We may need to further adapt how we implement the curriculum to meet the needs of children with SEND, so that we can support them to apply their knowledge and skills with increasing fluency and independence. Our targeted provision ensures that some children have access to increased, additional support, such as, pre-teaching, scaffolding and one-to-one interventions.

Impact

We evaluate the impact of our curriculum by measuring achievement and progress in a number of ways, including:

- Observations that are made on an on-going basis. We use our observations to make formative assessments of attainment, to inform future planning and to build upon a child's current knowledge and skills.
- Asking questions that tell us what knowledge has been retained or prompting children to explain their learning.
- Physical outcomes, such as children's mark making or writing.
- Additional assessments, such as those made in phonics.

All of the above are important in supporting our on-going teacher assessments, which allow us to pinpoint children's next steps, to enhance or adapt our provision or provide targeted interventions.

Additionally, as we move through the year, we will use some of the 'milestones' from 'Development Matters' to support our discussions on children's development and to help us assess the impact of the environment on children's learning.

Baseline Assessments

At the beginning of the year, we will carry out the statutory Reception Baseline Assessment (RBA). This is a DfE requirement, but we do not receive results of this assessment and so do not use this to plan our curriculum or to plan next steps for our children. We do however, make our own informal assessments on children's well-being and levels of engagement. Alongside this, we asses children's pencil grip and ability to write their own name. These internal assessments support our understanding

of the three prime areas during a child's first few weeks at school. They provide, along with information gathered from a child's pre-school setting, a starting point from which we can continue the learning journey. They also support us to prioritise the skills needed for some children who arrive in the EYFS with indicators of educational disadvantage or SEND and to put in place any early interventions or adaptations to the curriculum that are needed. For example, this could mean putting in place a language development programme, such as NELI or Lego stories or teaching children in smaller groups, such as during writing tasks or the application of phonics.

Early learning Goals

At the end of the year we will assess children against the 17 Early Learning Goals (ELGs). These assessments are reported to parents at the end of the reception year along with a written report which celebrates progress and achievement but also highlights any areas that need further development or any specific learning requirements. This information is also important as children transition into year one, so that all staff can have a good understanding of what each child knows and can do.

Last updated: 31.12.2024