

Curriculum Statement – EYFS

At The Littletons, our whole curriculum is underpinned by our school vision:

“Just as God has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is encouraged to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.”

Our curriculum fulfils the National Curriculum requirements.

EARLY YEARS

WE LOVE WORDS

We learn new words and use them when talking to each other.

WE LEARN TOGETHER

We play, learn and problem solve together. We consider the feelings of others.

We provide a happy, safe, and stimulating environment where children can make an excellent start to their school journey. We aim to give all pupils the opportunity to thrive and become independent learners in preparation for the learning journey ahead. We pride ourselves on our nurturing and inclusive environment, where everyone is free to explore their individual creativity and to develop as individuals.

WE CREATE AND IMAGINE

We use our artistic talents to create in different ways. We use our imagination to perform, and play.

WE LEARN TO READ AND WRITE

We learn sounds and blend them together to read. We mark make and write to share our ideas.

WE EXPLORE

We are curious about the world around us. We find out about people all around the world, how they live and what they believe.

WE MOVE

We explore moving in many different ways. We climb, jump, and dance.

WE EXPLORE NUMBER

We subitise, count and talk about numbers in the environment.



Our Early Years Foundation Stage is designed to provide a happy, safe, and stimulating environment where children can make an excellent start to their school journey. We aim to give all pupils the opportunity to thrive and become independent learners. We pride ourselves on our nurturing and inclusive environment, where everyone is free to explore their individual creativity and to develop as individuals.

At the heart of everything we do is our goal to extend children’s understanding of language as we recognise this improves the life chances of every child as they grow into adulthood. This is embedded through our Early Years curriculum, as all children are given the opportunity to learn and use newly taught vocabulary through our language rich environment.

We believe children learn best through practical, hands-on experiences and interactions with their environment. Play provides opportunities for children to consolidate and extend skills and concepts learned. It allows children to take risks and make their own choices.

Our Early Years unit consists of a Nursery and Reception provision. Our children learn to share, work, and play together in our combined classrooms, outdoor learning area and Forest School.

<p><u>Four Guiding Principles</u></p> <p>The curriculum within the Early Years Foundation Stage is planned around four guiding principles:</p> <table border="1"> <tr> <td data-bbox="120 879 405 962">A Unique Child</td> <td data-bbox="405 879 1099 962">Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.</td> </tr> <tr> <td data-bbox="120 962 405 1045">Positive Relationships</td> <td data-bbox="405 962 1099 1045">Children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person.</td> </tr> <tr> <td data-bbox="120 1045 405 1128">Enabling Environments</td> <td data-bbox="405 1045 1099 1128">The environment plays a key role in supporting and extending children's development and learning.</td> </tr> <tr> <td data-bbox="120 1128 405 1243">Learning and Development</td> <td data-bbox="405 1128 1099 1243">Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.</td> </tr> </table>	A Unique Child	Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.	Positive Relationships	Children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person.	Enabling Environments	The environment plays a key role in supporting and extending children's development and learning.	Learning and Development	Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.	<p><u>Areas of Learning</u></p> <p>The seven areas are split into three prime areas which children should develop first.</p> <table border="1"> <tr> <td data-bbox="1144 871 1671 1027"> <p>These are:</p> <ol style="list-style-type: none"> 1. Communication and Language 2. Physical Development 3. Personal, Social and Emotional Development </td> <td data-bbox="1671 871 2123 1027"> <p>These prime areas are those most essential for your child's healthy development and future learning.</p> </td> </tr> <tr> <td colspan="2" data-bbox="1144 1027 2123 1110"> <p>Once they have a good understanding of the prime areas, they will then develop skills in four specific areas.</p> </td> </tr> <tr> <td colspan="2" data-bbox="1144 1110 2123 1305"> <p>These are:</p> <ol style="list-style-type: none"> 1. Literacy 2. Mathematics 3. Understanding the World 4. Expressive Arts and Design </td> </tr> </table>	<p>These are:</p> <ol style="list-style-type: none"> 1. Communication and Language 2. Physical Development 3. Personal, Social and Emotional Development 	<p>These prime areas are those most essential for your child's healthy development and future learning.</p>	<p>Once they have a good understanding of the prime areas, they will then develop skills in four specific areas.</p>		<p>These are:</p> <ol style="list-style-type: none"> 1. Literacy 2. Mathematics 3. Understanding the World 4. Expressive Arts and Design 	
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Implementation:

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS) and uses Development Matters 2022. These documents specify the requirements for learning and development in the EYFS. We use these to ensure that we deliver a carefully planned and progressive curriculum. Through our knowledge of each child, we plan exciting and engaging activities that will move the children's learning forward and give them a context for their learning. We use themes, books and events in the calendar when creating our long-term plan, leaving flexibility in order to meet the children's interests and needs. Children learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and outdoors. Our curriculum is carefully devised to ensure that the children are introduced to key concepts that they will re-visit in Key Stage 1.

Engagement in each area of learning and development is implemented through planned purposeful play and through a mix of adult led and child-initiated activities. During child-initiated time, children are presented with daily 'gonk' challenges that extend their learning.

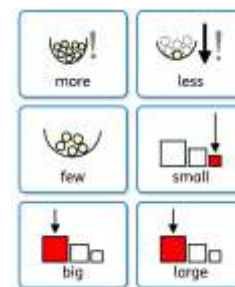


Communication and Language

We encourage children to share their interests with adults in order to develop confidence when speaking and listening. The adults model the use of carefully planned new and adventurous language. Signalong and Widget images are used to help the understanding of language for all. Children learn to express themselves through the language they use. They are encouraged to respond to and ask questions.

Through our love of story time we use quality books to develop a love of language. Children engage in reciting poems and stories and we provide opportunities to perform these to others.

As children use adventurous words, these are written up and celebrated to encourage other children to use and understand them. They are added to our 'golden bag of words' to enable them to be revisited and understanding built upon.



Physical Development

Our engaging environment provides a variety of opportunities for children to continually develop their motor skills. They are encouraged to ride bikes, climb, create using construction and explore using sand, water and paint. Dough Disco and Squiggle whilst you wiggle are used to encourage the development of motor skills that will prepare children for writing.

Children are supported to become independent with changing, toileting and feeding.

Personal, Social and Emotional

Children are encouraged to explore and talk about how they are feeling. There is a culture of love and acceptance amongst the children and the adults. Our caring and nurturing approach ensures children feel safe and secure so that they can develop a positive sense of self alongside developing positive relationships with all. They begin to understand that we all different and have the confidence to have a go at any challenges they face.

Phonics and Early Reading



We teach phonics using the Read, Write Inc scheme. Children's reading learning journey starts in Nursery where children are introduced to Fred's sounds in preparation for reading as they enter reception. The use of the scheme across school ensures children learn to read with accuracy and fluency and that they can read books matched to their phonic ability. We further develop children's love of reading through listening to quality story books that are matched to children's interests and learning. In Nursery, daily rhyme time and story time ensures children have a bank of rhymes and stories in preparation for starting school. Children take home books matched to their phonic ability and each weekend they take home a book buddy bag in order that this love of reading continues into the home.

Writing

We provide many opportunities for children to develop gross and fine motor skills in order to prepare them for writing. Children are actively encouraged to mark make and are introduced to a patterning approach to handwriting when ready. Children's supported writing is linked to their phonic ability and in order to achieve success word banks, including Daisy's action words are provided. In addition, children are encouraged to complete 'have a go' writing tasks. A writing shed and message centre provide excitement and engagement when writing.



Maths

We have daily focussed learning using Mastering Maths and the White Rose mastery approach, linking this to the whole school's Let's Do Maths programme. Daily Rhyme Time in Nursery includes counting songs and in reception Daily Let's Count takes place. We focus on subitising numbers by encouraging children to talk about what they see and how they see it. Opportunities to extend understanding of number, number patterns and space, shape and measure are planned for in provision and alongside adult-led group work.



Understanding of The World

We foster children's natural curiosity by providing enriching and engaging experiences. We bring the world to children through books, film and song. We use these alongside maps to find out about the diverse world in which we live, where we can celebrate difference and acceptance of all. Through our Religious Education Curriculum, we learn about Christianity as a worldwide faith alongside developing an understanding and respect for other cultures and beliefs. We value our natural environment through outdoor learning and Forest School.

Expressive Art and Design

We encourage children to develop their artistic and cultural awareness to support their imagination and creativity. They are given frequent opportunities to engage with the arts. Children have access to a create area where their can explore and express themselves through art and explore the work of real-life artists.

Impact:

By the time children leave Reception we expect them to:

- Be ready to continue their learning journey with confidence
- Be ready to listen and focus in the classroom
- Be able to persevere to solve a problem
- Be able to form good relationships
- Have a developing awareness of feelings and emotions and how to manage them
- Have the foundational, knowledge and skills for learning into Key Stage 1
- Have developing physical skills
- Have made a start on their reading, writing and mathematical learning journey
- A curiosity of the world in which we live
- An enjoyment of books and new language

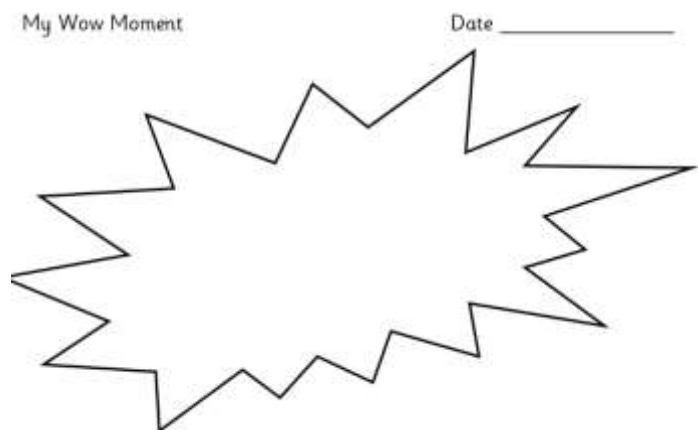
Assessment of learning

Children's learning is continually assessed against termly checkpoints. Through assessment, children's next steps are identified and where a child needs additional support and practise, this is carefully planned through regular intervention.

Each child has a special space on the Wow Wall. This shows the stage of development the children are at in key areas of physical development, Communication and language and Maths. These are used by staff to monitor progress and to understand the next steps for each individual.



Special wow moments are recorded and added to Nursery's Wow Wall.



Symbols on Wow Wall	What this means	How you can help me
	I need support to use scissors	Encourage me to have a go at cutting activities in the creative area. Provide me with a purpose to cut.
	This indicates a left or right hand preference. If no hand identified then I have not yet got a dominant hand.	Provide me with opportunities to develop gross and fine motor skills. Encourage me to complete patterning and creative activities.
	This is how I hold my pencil most of the time.	Provide me with opportunities to mark make and to develop fine motor skills. When working with me, encourage me to move my pencil grip towards the next stage.
	The speech bubble shows a typical sentence. It may also show how I am using the past and present tense when talking.	Talk to me and model speaking in complete sentences.

Maths Symbols on Wow Wall	What this means	How you can help me
	This shows that I can count with 1:1 correspondence. If this is not yet on my board, then I haven't mastered it yet.	Provide opportunities to count. Encourage me to move or touch when counting – starting with a small number of objects first.
	This shows that I am aware of numbers. I attempt to count but numbers may be out of order.	Encourage me to sing number rhymes to carry out a set number of actions at the same time as counting. (jump 3 times)
	This shows that I can count to 5 by rote.	Sing number rhymes and play number games. Count with me. Encouraging me to count to the next step. Model subitising and checking by counting.
	This shows that I can count to 10 by rote.	Sing number rhymes and play number games. Count with me. Encouraging me to count to the next step. encourage subitising and checking by counting.
	This shows that I can count to 20 by rote.	Sing number rhymes and play number games. Count with me. Encouraging me to count to the next step. Model subitising and checking by counting.

Current areas of learning are displayed on photo boards so that all staff can see how individuals are progressing towards learning outcomes.

If a photo is on the board it shows that children have received adult input towards the objective.

	Has interacted with an adult and are progressing towards understanding the intended learning. More interactions are needed to ensure they are secure in understanding.
	Has interacted with an adult and they are confident in the intended learning.
Not yet on the board	Have not yet interacted with an adult to check for understanding. These are the children, adults in provision need to prioritise and interact with. These are achieved by using the children's interests to foster engagement.



Formal Assessments take place throughout the year. These are:

Reception Baseline Assessment	Within 6 weeks of starting
Read Write Inc Phonics Reading Assessments	In the final term of Nursery. Regularly with a minimum of every half term.
Progress towards Curriculum Area Checkpoints	Ongoing and termly
Wellcomm	On entry to Nursery or school and repeated as necessary
Listening Skills	On entry to listening group
Speech and Language	As identified
Assessment of Early Learning Goals	At the end of Reception year

