Dunnington CofE Primary School

EYFS Curriculum Statement

Early Years Framework

The Early Years Foundation Stage (EYFS) Framework encompasses seven areas of learning and development that are integral to shaping educational provision in Early Years settings. Each area is significant and inter-connected, underscoring the fact that none can be implemented in isolation. The diverse learning experiences provided for children are designed to foster not only academic skills but also social, emotional, and physical competencies.

The framework designates three prime areas of learning that are particularly instrumental in igniting children's curiosity and enthusiasm for learning. These prime areas include

- Personal, Social and Emotional Development,
- Communication and Language,
- Physical Development.

These foundational skills are essential for building frameworks of relationships and for facilitating a lasting capacity to learn.

Furthermore, practitioners are encouraged to support children's learning in four specific areas:

- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design.

These specific areas work in conjunction with the prime areas, enhancing and applying their principles.

The interconnectedness of these areas is further enriched by the characteristics of effective teaching and learning, which permeate throughout. As children embark on their early years' journey, they evolve into powerful learners and thinkers. This development is reflected in their ability to engage in new activities, acquire diverse skills, and enhance their social and emotional capabilities, thereby improving their communication skills.

Dunnington Early Years Curriculum

Intent

At Dunnington CofE Primary School, we ensure that our Early Years Curriculum caters to the diverse needs of all children, ensuring that every individual is afforded rich and varied experiences that promote essential skills and learning. This foundational stage of education lays the groundwork for lifelong learning, as it encompasses a holistic approach that integrates cognitive, social, emotional, and physical development. Our curriculum is a seasonal curriculum that is underpinned by a rang of high-quality thematic texts, subject to change on each cohorts' needs and interests. The curriculum is designed to be engaging and stimulating, allowing children to explore their interests and develop at their own pace within a supportive environment. Our high expectations from the beginning of the children's school journey gives them a strong and positive start.

Skills and Knowledge

As practitioners, we are dedicated to providing children with the skills and knowledge necessary for their future learning journeys. Our knowledge and skills progression documents are supported by strong practitioner knowledge and the Early Years Foundation Stage statutory framework. It is imperative that children perceive themselves as competent learners, and we strive to cultivate an environment that fosters self-belief. Our primary aim is to promote and ensure the Characteristics of Effective Teaching and Learning so that all children emerge from their early years as well-rounded individuals equipped with positive learning behaviours. It is through enabling environments, positive

relationships and experiences that children become active learners, capable of challenging themselves and managing risks effectively, preparing them for the future.

Context

We are a small Church of England school in a rural area with close links to the wider community, churches and local businesses. However, our intake extends from a wide variety of areas therefore, our children can come from a variety of Pre-School and Nursery settings.

Sequence and Structure

At the start of the year when we make our Reception baseline assessments, we look at the interventions we need to put in place and then assess every half term; the aim of this is to ensure pupils 'keep up, not catch up,' and reach a point where they are able to access the curriculum independently through continuous and enhanced provision.

Our school day begins with the children lining up outside of the school with the other classes ready to start their day. Children enter the classroom, put away their belongings and complete their daily tasks and routines and then join the class on the carpet.

Children are greeted individually every morning during registration, the visual time table and calendar is shared to help children have a good understanding of the school day.

From the second half of the Autumn term, children attend whole school and class collective worship each morning. The children's school day is then made up of lesson inputs covering phonics, maths and communication and language and time in the provision where children access independent and adult led activities and play. Children also have daily story and snack times. Other lesson inputs take place once a week cover understanding the world, PSHE, RE, music, Forest School and PE.

Implementation

Our Early Years Curriculum has evolved over the last three years. It is closely planned with the rest of the school to ensure coverage, consistency and a strong build upon knowledge and skills throughout primary. Our curriculum pays particular attention to how teaching can be built on in Key Stage 1. We have also taken our local area and children's lived experiences into consideration ensuring the curriculum is significant to them.

Content

Our themes for each half term are centred around high-quality texts and the current seasons and celebrations. Phonics is a fundamental part of Early Years, this is the first lesson we teach each morning using the Bug Club Phonics accredited scheme. Maths is also taught in the morning following our whole school scheme of Power Maths.

Lesson Structure

In the Autumn term, our lesson/carpet time starts at around 10-15 minutes. This is built upon throughout the school year with the expectation of lesson/carpet time taking around 30 minutes in the Summer term with preparation for KS1. Lessons begin with whole class inputs together on the carpet and can then break into small group work along with access to the continuous provision. Lesson tasks, expectations and activities are adapted, modelled and scaffolded appropriately for every child. Lessons have practical, fun elements to help engage children in their learning as well as lessons outside.

Play

Central to the philosophy of the Early Years Curriculum is the belief in learning through play. Play is not merely a recreational activity; it is an essential vehicle through which children learn and engage meaningfully with the world around them. By providing a range of play-based learning opportunities, we allow children to develop critical skills such as problem-solving, creativity, and collaboration. Through both structured and unstructured play, children are encouraged to be actively engaged across all areas of learning, fostering their independence and promoting collaborative learning experiences with their peers.

Our continuous provision is thoughtfully designed to create an environment that is rich in opportunities for exploration and discovery. Each week our provision is enhanced to reflect the children's current learning and key text. Our dynamic setting comprises both indoor and outdoor areas, where children encounter daily learning interactions that stimulate their curiosity and enthusiasm for learning. The thoughtfully curated environment allows children to navigate their learning journeys and engage in activities that reflect their interests, thus supporting child-led exploration. This approach not only deepens their knowledge but aligns their learning with their individual passions.

We accurately plan learning experiences that cater to the individual needs and achievements of the children, as well as offer a wide variety of learning opportunities to facilitate progress. In the Foundation Stage, well-structured play serves as a vital medium through which children learn in a manner that is both enjoyable and challenging. The learning environment is thoughtfully designed to reflect all areas of the curriculum, allowing children to make informed choices while promoting active exploration and critical thinking. Our approach includes an indoor/outdoor learning experience, where children have the choice to move freely between both areas, to provide a rich, varied curriculum supportive of every child's overall development.

Partnerships – Our Dunnington Family

Partnerships with parents are also instrumental in creating a robust learning framework. These relationships begin long before a child starts at the setting, nurturing an environment of trust and open communication. Initial phone calls, visits, and effective transition processes enable staff to understand the children's backgrounds and unique needs. By actively involving parents and providing them with resources to support their child's learning, we establish a community centred around collaboration and shared goals. This partnership enriches the knowledge we have about each child, enabling us to tailor our approaches and provide the best possible support.

Moreover, the role of high-quality adult interaction cannot be overstated. Our skilled practitioners are invaluable resources who facilitate enriching experiences that propel children's learning forward. Through their quality interactions, adults cultivate a nurturing atmosphere wherein children feel secure enough to take risks and explore new ideas. Practitioners are equipped to support children's next steps, building upon prior knowledge while enhancing the provision to include opportunities for reconsolidation and sustained shared thinking.

Recording

At Dunnington, we use Seesaw, an online platform, to record observations of each child. Children also have a work folder, phonics book, writing book, guided reading book and a maths journal. Parent's are welcome to add evidence to their child's learning portfolio across the year.

Assessment

Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities to match children's specific needs.
Assessment in Reception happens in different ways, these include:

- **Baseline Assessments**
  Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). Staff also create their own baseline for learning through discussions, play, observations and interactions. These assessments will enable a starting point to be established and will ensure clear targets can be set going forward.
- **Regular Observations**
  Regular observations will be made by the practitioners, these will be documented through notes, observations and photographs.
- **Personal Journal**
  Each child has a personal learning journal which will record their achievements throughout the year. The online journal will be available via Seesaw and a folder will be brought home at the end of the year.
- **Early Learning Goals**
  At the end of the year the children will be assessed against the Early Learning Goals (ELG), a report of this data is given to the local authority containing a summary of each child's data.

- **School Reports**
  A report summarising each child's achievements is sent to parents at the end of the school year.
- **Profile Data**
  Profile data is discussed with the Year 1 teacher to ensure there us a smooth transition from EYFS to Key Stage 1. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
  - Meeting expected levels of development
  - Not yet reaching expected levels ('emerging')

  The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. These all inform the Annual Report which is sent to parents in July. Targets for the beginning of the next academic year are sent out with the child's annual report and a copy handed to the next class teacher alongside an up-to-date class provision map.
  The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Impact

As children leave Reception, our aims are that:

- All children feel safe, secure and valued, knowing there is always someone to talk to.
- All children have developed a real love for learning, a longing and curiosity to succeed and try their best.
- All children have developed a love for reading, becoming confident story-tellers and beginning readers.
- All children will have built positive and secure relationships with staff and we will have established excellent relationships with parents and carers.
- All children will demonstrate respect and manners to others, becoming kind, caring and confident citizens of our community.
- All children have a secure foundation to build on in Year 1, ensuring a smooth transition and continue to thrive throughout their time at Dunnington and beyond.