



EYFS Curriculum Pathway



Coverage (breadth and ambition)

The Early Years Foundation Stage (EYFS) is a vitally important, statutory Key Stage for children in Reception. At Doubletrees School we extend this until end of Key Stage 1 for many of our pupils, as this best meets our population's developmental needs.

The EYFS curriculum encourages children to explore and play at a level that is appropriate to their needs, whilst maintaining high expectations for their learning. We follow the National Statutory Framework for Early Years Foundation Stage (EYFS), which is adapted and enhanced. We respect that many of our pupils typically experience a range of unique challenges that can present barriers to their learning. It is important that we implement a curriculum that pays sufficient attention to addressing these barriers to ensure that children can flourish and make their own excellent progress.

Throughout their time in EYFS, the children start develop a sense of belonging to our school community, ready to transition into the next stage of their learning journey. We seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

Our Aim is:

To support children's personal development in every aspect, promoting happiness, confidence, independence and resilience, however that may look different for each individual.

Build upon prior learning by working in partnership with parents, carers, previous settings and a wide range of professional

To provide a broad, balanced and fully inclusive curriculum, which meets each child's individual needs within a safe and stimulating environment.

Structure - how we do it

We are committed to the four guiding principles outlined in the EYFS framework:

A Unique Child - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent through positive relationships.

Enabling Environments-Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Development-Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

Within this theme are seven areas of learning and these shape our educational programme:

PRIME AREAS : Communication and Language, Personal, Social and Emotional Development, Physical Development

SPECIFIC: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

All areas are interconnected but the **PRIME areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building children's capacity for learning and to help them form relationships and thrive. These curriculum strands are woven/timetabled through the school day, with the main emphasis being on the prime areas of learning

At the heart of our approach is the recognition that learning and development across all areas are underpinned by our understanding of engagement - the way each individual engages with other people, activities, their environment and any stimuli. This is achieved through an interactive, learner centred and adapted approach that takes into account any impairments.

Throughout the EYFS curriculum we are always incorporating children's skills and development under the characteristics of effective learning by providing opportunities to support playing and exploring, active learning and creating and thinking

Sequencing

The children within our early years learn through a range of play based opportunities as well as adult -led and independent activities. Initially the level of adult support is high with the long term intention being on reducing this over time.

We plan activities that we feel will inspire the children's curiosity, understanding and development. We also believe children learn best when things have real meaning for them, so we plan for children's particular interests.

Every "Next Step" must be part of a functional and meaningful path for that child and not part of a pre-programmed or linear route. We must have no pre-conceptions of any learner's path of progress or we are in danger of limiting our expectations of where they may branch out. We must follow the child, **and we always expect to be surprised!**

Cultural capital

Community - It is important for our children to build up a sense of community from a young age, to learn about where they fit in, and to begin to understand the value of having local services. It doesn't have to be complicated or cost money, as even a walk in the local area can be different each time – for example, as the seasons change, trees change, the weather changes and seasonal fruits and vegetables change in the shops.

Respect – We help our children to respect themselves and others, develop a positive self-image, to learn about relationships and the importance of friendships. To learn to share, take turns and play fairly. To develop an understanding of what is right, what is wrong, and why. To care for others and respect their feelings, culture and beliefs.

Diversity- We recognise all children are unique and we ensure that every child feels included and is not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. Through careful observation of children, their starting points, needs and interests, subsequent learning experiences are planned and differentiated according to their differences.

Moral purpose-Early year's children are deeply influenced by adults. We need to help our children. For example, making sure there are enough resources, and guiding and supervising children to share and take turns in situations where they are likely to be naturally impatient.

British Values- are implicitly embedded in the EYFS curriculum. They need to be meaningful and age appropriate. They include celebrating British celebrations and festivals. We teach children to be polite, saying please and thank you, listen in adult led activities, taking turns and sharing, learning about the British weather, have table manners etc.

SMSC- in early years we develop 'awe and wonder' in the world round them. Getting our children to experience 'magical moments' in the 'here and now' is a vital learning tool e.g. dew on a spiders web, walking through Autumn leaves, bubbles, splashing in a muddy puddle etc.

Culture - All our children actively learn about the world they live in and celebrate a range of festivals during their time in EYFS. Much of this is supported in the understanding of the world element to the EYFS.

Physical and Mental well-being

The EYFS curriculum promotes:

Wellbeing – by considering the emotional environment e.g. giving praise, offering routine etc. TIS programme embedded throughout week.

Maintaining dignity – by staff consistently maintaining a high level of dignity when meeting the intimate care and emotional needs of pupils

Positive environments – by celebrating small steps of progress at every given opportunity.

Positive relationships – by continually seek to facilitate positive interactions between pupils and with staff, through clear classroom expectations.

E-Safety – By ensuring our pupils are carefully supervised when using technology and can play and learn safely.

Keeping safe – by ensuring risk assessments reflect on the physical, medical and emotional needs of all pupils and staff demonstrate an in-depth understanding of these at all times.

Preparing for adulthood - all areas are interconnected and embedded throughout

The EYFS curriculum develops:

Independence – all activities aim to develop skills that will allow pupils to be as independent as possible.

Aspiration – all activities aspire to allow pupils to achieve their full potential. We take pride in children's achievements and encourage them to flourish and grow.

Enterprise – activities are well adapted to allow pupils to demonstrate creativity - it is very much focused on the process involved not just the end product.

Life skills – We use a personal approach, taking into account every child's starting point. In the Early Years, we teach children important life skills such as: using the toilet, hand washing, getting dressed/ undressed, and using cutlery at meal times.

Work Skills – pupils have the opportunity to meet and engage with people from range of employment backgrounds e.g. Nurses, Physiotherapists, Fire Service, Care taker. They have opportunities to role play supported by an adult and objects related to people who help us are explored further through sensory stories and small world play.

Metacognition

In the EYFS a great deal of emphasis is placed on the importance of practitioners recognising and understanding the ways in which young children learn in order to support them as effective learners. .

<p>Knowledge</p> <p>Our planning is driven by our observations, individual needs, interests etc. It also takes into account special whole school events and celebrations and incorporates indoors, outside, the wider school environment and local area visits.</p> <p>Our medium term plans are used as a flexible guide for short term planning ideas, however they need to be responsive rather than predictive so will alter in response to the needs (achievements and interests) of the children.</p> <p>Our long term planning is informed by:</p> <ul style="list-style-type: none"> • Rhythm of the year e.g. special events, faiths, celebrations, festivals, seasons, predictable events etc. • Recognisable and predictable routines, flexible while still orderly. • Continuous provision sheets – areas of the environment and activities or experiences the children enjoy on a regular, if not every day, basis. • In EYFS we follow interests or loose themes to introduce new skills and knowledge. These may be sparked by a child’s interest/ fascination or stimulated by a provocation. • A cross curricular approach. • First hand experiences and approaches appropriate to the child’s age and stage of development. <p>Children have opportunities throughout the day to explore the classroom and outdoor environment. Brain activity and synapse formation are at their highest when a child is deeply engrossed in something which fascinates, challenges and makes them happy. Every child is unique and we cannot predict or impose what will spark that deep fascination. Each child is at a different level of development and therefore something that will challenge one child will be mundane for the next. We organise the classroom environment so that each child can excel in their own unique way.</p> <p>All Learners have personalised small steps to success that are set to challenge them – when delivering sessions should respond to the pupil and offer in the moment next steps/identify where the pupils learning and progress appears to be going rather than work towards pre-planned next steps</p>	<p>These characteristics of learning are an integral part of the three prime and four specific areas of learning, and describe the attitudes, skills, and approaches to learning which are nurtured in the early years. As our children engage in all the different activities which take place in our setting, they actively think about the meaning of what they are doing. Over time they will begin to become more aware of their own thinking – we call this metacognition. This awareness of oneself as a thinker and learner is thought to be a key characteristic of a successful learner.</p> <p>Developing Reading, Writing, Mathematics and Communication</p> <p>The EYFS curriculum develops:</p> <p>Reading - Early reading skills include matching, rhyming, awareness of early phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. We develop this with early reading experiences, access to a wide range of written media such as magazines and books, use rhymes with actions and props to support multi-sensory learning and draw children's attention to alliteration and rhyming words. Work with parents and carers to promote the benefits of reading to their children, use story sacks, bag books, all of which add extra interest to the stories and extend their learning.</p> <p>Writing -Learning to write is closely linked to a child's physical development. Before children can control the muscles in their hands, they need to develop their gross motor skills (those that need large or whole body movements) meaning the chance to run, climb, balance, throw, push, pull and swing their arms. Hand eye coordination is a key part of this so we provide our children with a range of interesting objects to grasp, squeeze, pat and poke. By handling objects, children are strengthening their hands and fingers, so that they can grip a pencil. Before our children are able to form letters, they need to learn how to make marks. They need to work out how writing works, how to hold their pencil, what pressure to put on the paper and how to control the marks they make. We ensure that there are mark making activities and opportunities both indoors and outdoors on both small and large scale.</p> <p>Communication -In order to support a child’s language and communication skills, our young children need lots of opportunities to hear positive conversations, hear staff modelling language, repetition and new words. The children learn best when they are engaged in things that fascinate them, challenge them and excite them. We often sing our way through the day, explore nursery rhymes/jingles, share personalised books, use repetition to gain the children’s confidence and most importantly spend time with them, get to know them, understand their way of learning, develop relationships with the children that make them comfortable to experiment, explore and engage.</p> <p>Mathematics – We ensure our environment (both indoors and out) is full of mathematical opportunities and has exciting things for children to explore, sort, compare, count, calculate and describe. The aim is to develop early cognitive skills that allow investigation, exploration and awareness of the world around them and develop early problem solving abilities. These include understanding of sequences, through routines and schedules, matching of items, exploration and differentiation between shapes and colours and cause and effect. We support them to be creative, critical thinkers, problem solvers and to have ago. We can introduce mathematical language into all areas of the environment and curriculum even at times such as snack time, during stories, rhymes and games. Some of our children are more likely to understand mathematical concepts like position and size if they're able to use their body movements and senses to feel what it's like to be in, on or under something. You will</p>
<p>Skills</p> <p>Our adults are known as ‘play partners’ who support children to:</p> <ol style="list-style-type: none"> 1. Access a range and variety of resources that interest them 2. Learn from many repetitions of activities that have the potential to give them lifelong skills 3. Make steady progress through building on their strengths in relation to skills and understanding 4. Enjoy their learning and being in school. 	

Curriculum Implementation	Curriculum Impact
<p>Teaching and Learning</p> <p>Adults have a key role in building the right conditions for learning. They provide:</p> <ol style="list-style-type: none"> 1. An environment that is rich and full of opportunities for learning through play (free play) 2. Support for that play when they gently encourage children to extend their ideas (child initiated activities) 3. Specifically designed activities that build on children’s strengths and interests (adult –led activities) <p>Our adults are seen as ‘play partners’</p> <p>These elements are seen throughout the day and the balance is guided by individual needs and group needs.</p> <p>Assessment</p> <p>To plan effectively, formative assessment needs to be based on observations of the children in action – this is whether it be free play, child initiated play or adult led activities</p> <p>We use a range of strategies to capture progress both formative and summative. All staff use written observations, photographic evidence and video evidence, and use this to inform ‘next steps’. These are regularly uploaded onto the Evidence for Learning App.</p> <p>We have a statutory requirement to complete an EYFS profile for each child in reception. The EYFS profile summarises and describes children’s attainment at the end of the EYFS.</p>	<p>Next Stage of Education</p> <p>Children leaving the EYFS phase are well prepared for the next stage of learning with their assessment data and knowledge gained about the child’s learning style informing the curriculum pathway that the children follow through school.</p> <p>Outcomes</p> <p>Our learners enjoy their first experience of school as they are supported so well by staff that understand their needs, respect their learning style and are committed to forming nurturing relationships that provide safety and security. Through the high quality experiences that the school provides they learn, through play, exploration and taught sessions that are relevant to their learning needs, they begin to understand routines, develop behaviours that support their learning and become as autonomous as possible in elements of self-care.</p> <p>For children where progress may be lateral rather than linear, and who learn through an increased variety and depth of activity, progress can be represented through the Engagement profile.</p>