



EYFS Curriculum - Reception

At Lyngford Park Primary School and Nursery, we strive to provide the best possible provision for all our children. Our curriculum is designed specifically considering the diverse community our school serves. We strive to inspire; fostering a lifelong love of learning. This begins before our children start at our school and we continue to support right through transition and into year 1. Personal, social and emotional development is valued as much as academic achievement.

Intent

We have designed a bespoke curriculum which meets the needs and interests of our children, considering the opportunities we have within our school site, local area and the experiences our children may have missed out on. A love of stories, the outdoors, oracy and social interactions are the basis on which all the other skills and knowledge is taught.

The skills are clearly sequenced in the form of progression maps to support each child's unique starting point in nursery. They are then mapped through reception, preparing our children for key stage one. There are inbuilt opportunities for repetition and extension of skills to ensure children leave EYFS with a strong foundation for their next steps.

It will enable our children to develop key skills, enrich and widen their vocabulary and encourage creativity and curiosity about the world around them. Our curriculum prioritises Oracy, emotional literacy, social interactions and physicality – the prime areas of learning. It aims to inspire our children to achieve, believe and be proud.

It is our intention to provide an enabling learning environment where children can work with adults and peers to develop resilience and confidence in their ability to learn. We will provide children with a well organised, interesting, safe and active learning environment. The environment that we offer is designed to foster confident and independent learners who investigate, communicate and solve problems to prepare them for their journey through life.

We recognise children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses warm and supportive relationships between adults and children so they will enjoy learning and grow in confidence to help them to achieve their potential.

Implementation

Story Focused Curriculum

Our unique curriculum is planned and implemented using a story-based approach, opening the door to a wider topic. This creates the opportunity to provide relevant and interesting experiences for the children sparking interest and excitement to learn.

Cultural capital

We incorporate lots of opportunities to use the school site, local area and welcome visitors into school to develop the cultural capital of our children. We visit the local library, Church and Somerset Cultural Museum to further develop links with the community. We find out about the natural world around us through weekly forest school play, a visit to Minehead RNLI and take part in the half termly golden mile.

Oracy

Each half term, children will cover several stories. Tier 2 story words are pulled from the story and then opportunities are planned to enable the children to use the new vocabulary in a range of contexts. Our listening leopards in term 1 introduce the skills of speaking and listening which then progress into a greater understanding of the oracy strands in term 2 and 3. Children needing extra support with communication are identified quickly and the language intervention is delivered in the form of a small nurture group from Autumn 2.

Learning Environment

Our positive learning environment is created by using the 'The Spots of Emotions'. This provides a structure to the language of bodily sensations and emotions thus enabling our children to recognise how they feel and empowering them to manage their state. The 'Learning Pit' enhances our children's ability to understand what it looks and feels like to learn, developing resilience and determination when faced with a challenge.

Timetable and Routine

Our pupils learn through a compliment of child-initiated and adult-directed activities. The timetable is carefully structured so that in Reception, children have daily direct teaching in phonics, writing and maths. These sessions are followed by 1:1 intervention where all children work with a member of staff to develop the skills and knowledge being taught. This focused 1:1 time allows the teacher to practise the skills directly with the children, check for understanding and respond to misconceptions quickly.

There are daily circle times to focus on the Knowledge and Understanding of the World, Expressive Arts and Design, Physical Development and Personal, Social and Emotional Development. Scarf (PSHE), Charanga (Music) and Inspire Schools (PE) ensure the curriculum is delivered sequentially and progressively.

Continuous Provision and Characteristics of Effective Learning

Children are provided with sustained periods of time to engage in continuous provision through a variety of experiences, carefully planned to engage and challenge them. It is presented in the form of the 'Challenge Board' and it identifies and extends the common play behaviours.

The curriculum is designed for the inside and outside classrooms and equal importance is given to learning in both areas. Experiences are cross-curricular, to enable all aspects of the children's development including the Characteristics of Effective Teaching and Learning.

We hold children's interests and fascinations in high regard and during this time, children have the freedom to follow interests and create their own mini projects. During continuous provision, adults are committed to supporting children in play, working together to contribute ideas and coming to conclusions together.

We enable children to learn to be more curious and find their own solutions, while learning about each child's understanding and knowledge. This sustained, shared thinking allows us to meet the needs and interest of all children and move learning forward through challenging their thinking. Developing communication and language underpins everything we do, so adults spend lots of time deep in conversation with children.

Assessment

We are committed to ensuring our curriculum meets the needs of the children. Through ongoing assessment, we can see which children are engaged in their learning, meeting expectations and making progress.

Staff spend time evaluating how children are learning through talking to the children, working with them and during play. The EYFS team meet for regular meetings to discuss children's development, paying particular attention to children who are not meeting the expected level of development. A discussion will then follow about what we know about the individual child and discuss interventions, scaffolds and strategies to support the child. This includes, for example, Language Steps; our nurture group with some of our less confident children or The Attention Bucket, a listening and attention intervention in Nursery. However, most support is given to vulnerable children in play using approaches from "Foundations for Learning" where we are working with children in a familiar and stimulating environment responding to their individual needs.

Parental Involvement

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue the learning at home. Parents are encouraged to share their child's achievements through Family and these are celebrated within school. Weekly updates on what we have been learning about as well as strategies to try at home are shared. Experiences to include and inform parents include open mornings, reading records, Family learning posts, and an open-door policy.

Impact

Our children will be actively engaged in their learning, and the enjoyment of this learning will be apparent in their daily provision. All children will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through outdoor learning, educational visits and practical experiences.

Our young learners will be able to appreciate and understand the world around them and will actively ask questions about the world and their learning experiences. They will be able to apply characteristics of effective learning during opportunities to learn. We know that by the end of Foundation Stage at Lyngford Park Primary School and Nursery, our children will have developed the knowledge and skills required for everyday life and lifelong learning. We believe the children at Lyngford Park Primary School and Nursery will be happy, inquisitive and successful learners who have bright futures. By revisiting concepts, skills and knowledge they will know more and remember more.

Our curriculum and its delivery ensure that children make good progress. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and the teaching the children have, as they move through the early years. A rich diet of complimented learning experiences is undoubtedly the best way to develop happy, curious children.