

# EYFS Curriculum

## Intention

At Harvills Hawthorn Primary School, we believe that the Early Years Foundation Stage is an integral part of a child's development and education. It is where all learning begins and is the foundation that all learning builds upon. With this understanding at the core of our pedagogy, we aim to provide inspiring, exciting and purposeful learning experiences through our skills based curriculum, to ensure all our children receive the very best start to their education, in order for them to grow, learn, succeed and enjoy life.

We understand that the transition from home, to nursery, to school is a challenge for all. We aim to make this transition as comfortable and as smooth as possible with positive and supportive partnerships with children and parents. We will endeavour to provide a calm and supportive environment in school, where all children and parents feel safe, valued and welcome. We firmly believe that it is our duty to help prepare all of our children for school life.

Our ultimate aim at Harvills, is to nurture our children to become independent, inquisitive and curious learners, who follow their own learning interests and challenge themselves to achieve. We believe we can support and encourage all children to 'be the very best they can be' and aim to unlock potential in all. We want our children to develop a love for learning, surrounded by friends and caring adults. All children deserve to be confident and show pride in their achievements, but most importantly, they deserve to be happy at their school and be ready to begin the next stage of their lives.

*'Every child deserves the best possible start in life and also has the support they need to fulfill their 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. A secure, safe and happy childhood is important in its own right. Good parenting combined with high-quality early learning provides the foundations children need to make the most of their abilities and talents as they grow up.'* ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).

## Implementation

### Key Statutory Documents used:

- Statutory Framework for the early years foundation stage 2021-  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
- Early Years foundation stage profile 2021 handbook-  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/919681/Early\\_adopter\\_schools\\_EYFS\\_profile\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919681/Early_adopter_schools_EYFS_profile_handbook.pdf)

### Key Non-Statutory Documents used:

- Development Matters 2021-  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2.pdf)

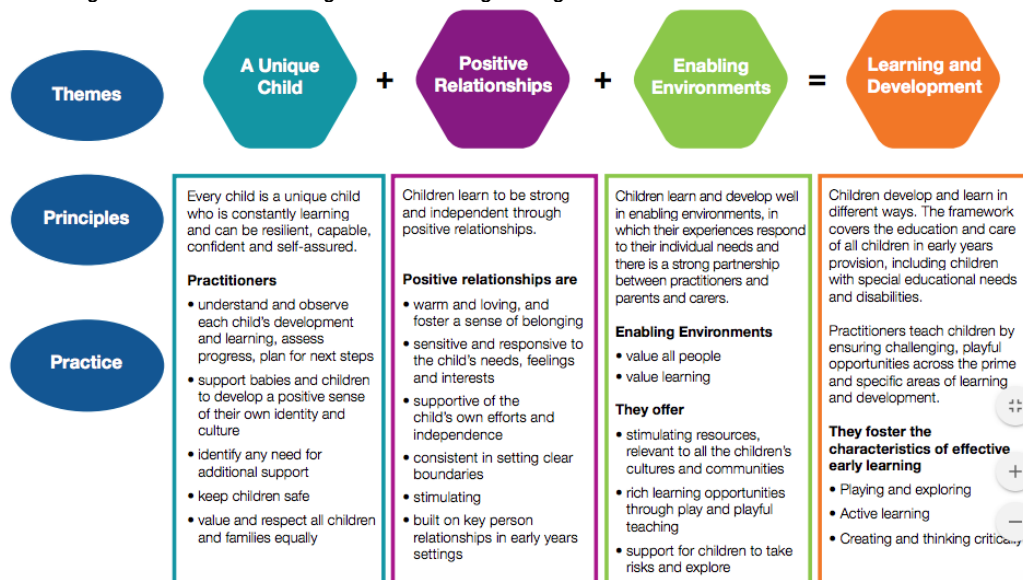
Use of the non-statutory curriculum document 'Development Matters' along with own skills-based progression to plan teaching and learning around our three themes:

- Me and My World
- Fairy Tales
- Underground, Overground, On the Ground

## Areas of learning focus:

- Nursery- Prime Areas (communication and language, physical development and personal, social and emotional development). These are the three key areas of learning that provide a stable and balanced foundation so that other, more specific, areas of learning can be built upon.
- Reception- Introduction of the Specific Areas of Learning (literacy, maths, understanding of the world and expressive arts and design) as well as Prime Areas.

To ensure excellent teaching and learning takes place, we use our observations and assessments of the children, along with our understanding of the 'unique child', as a starting point to plan for the children's specific interests and stage of development. This information is also used to effectively plan for an enabling environment, where children can access a wide variety of rich, open ended learning opportunities which inspire children's creativity and curiosity. This gives the children time to practise what they have already learnt through play and playful teaching. We also use inspiring resources and activities to encourage the children to take risks and explore the world around them. Building positive and supportive relationships with our children is key to our way of working and this is integral to everything that we do.



To enrich the learning experiences we provide to our children, we offer a range of experiences to support the 'cultural capital' development of the children. These could include:

- Posting a letter to Santa
- Visiting a farm
- Visits and talks from the emergency services
- Cooking
- Celebrations and festivals in school e.g a Christmas play, Christmas party, Chinese New Year, Bonfire night, Diwali
- Animal visits
- School trips
- In-school pantomime

## Assessment

### Baseline Assessments

All children entering our Early Years foundation stage are assessed to determine their starting points so practitioners can meet the individual needs of all learners and ensure children make progress in their development. This will take place within the first 3 weeks of the Autumn term for Reception children and within the first 3 weeks of starting Nursery. Baseline assessments consist of:

### Reception children

- UK Government Reception Baseline Assessment- this will be reported to parents
- Observations by practitioners using our own EYFS skills progression document and the Non-Statutory guidance 'Development Matters'.

### Nursery children

- Observations by practitioners using our own EYFS skills progression document and the Non-Statutory guidance 'Development Matters'.

### Ongoing Assessments

All practitioners will continue to make observations of the children's new and spontaneous learning, progress and achievements throughout the year. This observational evidence and assessments will be uploaded to each child's online learning journey for staff, parents and children to see. Parents may also contribute to this assessment from home; this ensures staff have an understanding of each child's development as a whole. Observational evidence and assessments will refer to our EYFS skills progression, the 'Observational checkpoints' in 'Development Matters' and the 'EYFS profile'.

### Final EYFS foundation stage Assessment

At the end of the EYFS foundation stage, each child will be assessed using the 'Early Learning Goals' in the statutory 'EYFS profile'. This will determine whether each child has reached a 'good level of development' in line with age related expectations. Children will either be given an 'emerging' assessment (they are below age related expectations in their development) or an 'expected' assessment (their development is in line with age related expectations). This information is reported to the local authority and parents.

Children are assessed in the following areas:

- Personal, Social and Emotional Development- Self-Regulation, Managing Self, Building Relationships
- Physical Development- Gross Motor Skills, Fine Motor Skills
- Communication and Language- Listening, Attention and Understanding, Speaking
- Literacy- Comprehension, Word Reading, Writing
- Maths- Number, Numerical Patterns
- Understanding the World- Past and Present, People, Culture and Communities, The Natural World
- Expressive Arts and Design- Creating with Materials, Being Imaginative and Expressive

## Impact

Children have the best start to their life and are ready for the next stage of education. They are enthusiastic, exploratory and inquisitive learners who show excellent learning behaviours. Children

are happy, content and comfortable in school due to their secure and positive relationships with adults and other children. Children are competent communicators, have solid personal, social and emotional skills and show good physical development skills which they can transfer into a wide variety of learning areas. They have an excellent understanding of the world around them and can draw on their personal experiences in and out of school to increase their knowledge and understanding further. Children continue to excel and make outstanding progress long after they have left Reception, but always remember their Early Years education and how it has made them the learner they are today.