

EYFS Curriculum Content

We aim to have a practical, playful approach to learning, based on the needs and interests of our children. We know that children are “hard-wired” to learn and that we need to facilitate and support this throughout their time in Foundation Stage. Through a combination of adult input and continuous provision opportunities, children are encouraged to develop their learning independently through exploration and challenge. Available activities offer challenge, creativity and promote high levels of engagement.

We believe that ‘high levels of involvement mean that high levels of brain activity are occurring.’
Professor Ferre Laevers

Teachers use assessment for learning to plan an engaging, developmentally appropriate provision. We also know that this approach to learning helps our children to develop key learning dispositions and especially the 6Rs.

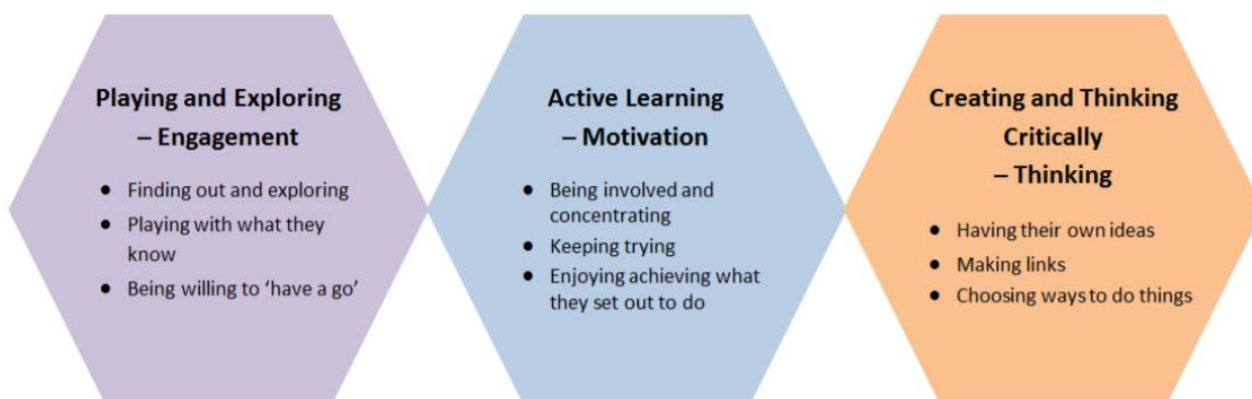
Adults’ Role

- The adults’ role is to facilitate learning. They do this through conversations, observations and interactions, assessing what children know, understand and can do, as well as taking account of their interests and dispositions to learn. They use this information to plan children’s next steps in learning and to monitor their progress.
- Teachers adopt a range of approaches in Foundation stage including continuous and enhanced provision, ‘in the moment planning’ and taught sessions such as phonics.
- Our adults know the children very well so they can enhance and extend the learning at the appropriate level. Sometimes more learning is happening when the adult does not interfere.
- Teachers need to ensure that all children make good progress throughout their time in Foundation Stage so that they are prepared for their next stage of school and for the National Curriculum.
- Adults especially promote high quality language and social interactions with children.

Characteristics of Learning

The “Characteristics of Effective Learning” are at the heart of the Early Years Curriculum and explore the different ways in which children learn. These complement our whole school ethos of developing the 6Rs and learning skills and dispositions.

All of the learning experiences we plan for the children allow them to utilise and develop these characteristics.



Learning environments

Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Resources are easily accessible and adaptable, which helps develop children's independence, resourcefulness and responsibility. When activities are self-chosen, higher levels of involvement are observed.

The seven areas of learning are represented within our continuous provision, giving children an opportunity to deepen and extend learning as well as discover new things. All areas promote communication and language.

Our Curriculum

In the Foundation Stage, we follow the guidance set out in the Statutory Framework for the Early Years Foundation Stage, published in 2021 by the DfE. This Framework sets the standards for learning, development and care for children from birth to five. It is mandatory to complete the Reception Baseline assessment at the beginning of the year and the Early Years Foundation Stage Profile at the end of the school year when we assess children against the Early Learning Goals. At Brocks Hill we aim for every child to attain these goals.

Area of Learning and Development	Aspect	Lays the foundations for children in....
Communication and Language	Listening, attention and understanding	These areas underpin all future learning. Children need good communication, physical and social skills to access the rest of their school careers. English and all other areas of the curriculum.
	Speaking	
Personal, Social and Emotional Development	Self-Regulation	
	Managing self	
	Building relationships	
Physical Development	Gross motor skills	
	Fine motor skills	
Literacy	Comprehension	
	Word Reading	

	Writing	
Mathematics	Number	Maths, science and other curricular areas.
	Numerical Patterns	
Understanding the World	Past and Present	History
	People, Culture and Communities	Geography; R.E.
	The Natural World	Science
Expressive Arts and Design	Creating with Materials	Art, Music, Design
	Being Imaginative and Expressive	Technology

Brocks Hill creates its curriculum following guidance from Development Matters (2020) and Birth to Five document along with looking to children interests and areas of need.

Phonics

Phonics is taught in discrete, daily sessions using a synthetic and systematic approach, progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences. We follow Twinkl Phonics, a validated, systematic, synthetic phonics programme. Twinkl Phonics uses a multisensory approach so that children can secure their phonic knowledge and skills, enabling them to become fluent readers. We use and send home phonetically decodable reading books so that pupils have opportunities to embed their phonic knowledge.

Reading

Reading is a priority in Foundation Stage. We know that books promote vocabulary, reading and language. Stories are read to whole class on daily basis as well as being an integral part of the continuous provision. We want children to love books and who know a wide range of stories.

Language and Oracy

Language development is at the heart of the EYFS curriculum. We value high quality interactions and prioritise opportunities for children to talk to each other and to adults. Adults model high-quality language and vocabulary on a daily basis. Children are encouraged to learn stories off by heart and to share these with their families. They are given opportunities to tell stories and make up new ones. Our 'Clever Concepts' programme is designed to develop children's semantic understanding. We screen all children's language development using the LanguageScreen© tool. Children are surrounded by language in our setting and we love to see them develop their communication skills.

Mathematics

We also have daily taught sessions for mathematics as well as lots of incidental opportunities to practice mathematical fluency. We follow early Number Sense principles which helps pupils to develop a conceptual understanding of number. We ensure children have concrete experiences of number before introducing them to pictorial and abstract experiences. We ensure children have opportunities to develop a good understanding of shape, space and measure within the continuous and enhanced provision in our classroom.

Parent Involvement

We recognise the significant contribution parents make to their children's learning and so we seek to involve parents where possible. We use the online portal, Tapestry, as a means of ensuring parents are involved in their children's learning. We send weekly memos outlining what we will be learning about in class so that parents can have conversations with their child. Children's learning journeys on Tapestry are shared with parents and we encourage parents to share what children have been learning at home. Where possible we invite parents into school for celebrations and information sessions.