



What makes our EYFS curriculum unique?





Early Years Curriculum



Rationale

'Every child deserves the best possible start in life and support to reach their full 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.'

Statutory Framework for the Early Years Foundation Stage (Department for Education, 2021)



EYFS Curriculum Intent



We provide high-quality EYFS education, giving children a secure and confident start to their school life, underpinned by our Christian Cultures driven by our Christian Vision: Believe. Belong. Become (Romans, 12:4-6) These are at the heart of everything we do. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child, and seek to foster resilience and independence. We aim to provide the essential knowledge that children need to prepare them for their future success and to give them the best possible start to their early education. We recognise that each child is unique; constantly learning that they can be capable, confident, and self-assured.

The EYFS curriculum encompasses our Christian Cultures:

- Fall down seven times, stand up eight
- Oomph!
- Diversity is the one thing we all have in common
- If you see someone without a smile today, let them borrow yours
- Manners open doors
- Telling the truth even if your voice shakes because nothing you confess will make me love you less

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.



EYFS Curriculum Implementation



At St Bartholomew's EYFS we believe that engagement is the key to learning. Happy, excited children who enjoy what they are doing learn well. Our careful and proactive planning is extremely thorough and involves the children's ideas and responds to their individual interests. We offer a spacious, vibrant unit with a high-quality team of expert staff and excellent resources. We are incredibly proud of our outdoor environment which includes a garden, and several purpose build outdoor learning facilities which enhance our teaching and learning.

There are three prime areas of learning in the early years framework:

- Personal, social, and emotional development
- Physical development
- Communication and language

There are also four specific areas of learning:

- English
- Mathematics
- Understanding the World
- Expressive arts and design



EYFS Curriculum Implementation continued



We focus particularly strongly on these areas in our pre-school year to build a sound basis for learning in EYFS. This is implemented through:

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- Strong parental partnerships which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading, to ensure all children learn to read.
- High quality phonics teaching is started as soon as children begin reception.
- Opportunities for children and families to develop a love of reading.
- Planned opportunities for outdoor learning through 'Forest Schools' and in the outdoor classroom.
- We promote a love of learning through real life experiences and opportunities to build on prior learning.
- Encourage a healthy lifestyle through regular PE teaching; promotion of healthy eating; skills-based cookery sessions; daily self-service snack time.
- Teach independence and risk-management through the Protective Behaviours programme.



EYFS Curriculum Impact



Impact

The impact of our EYFS curriculum, practices and pedagogy are reflected by:

- High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- Confident and capable readers who demonstrate a love of reading.
- Evidence of strong links with parents.
- Children who demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- Children who feel happy and safe and enjoy coming to school.
- All children who access a balanced and challenging curriculum regardless of their background, needs or abilities.
- Children who make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- Adults who support children and who are well trained and passionate about providing the best education for every child.





Our curriculum in the EYFS is built around 7 features of effective practice

1. As part of our EYFS curriculum we ensure the best for every child
2. We provide high quality care for all children across all areas of the curriculum
3. We ensure that the curriculum offer is suitably matched to each cohort and the unique child
4. We implement effective pedagogy and practices, which is driven by outcomes of current EYFS research models
5. We implement effective assessment systems to ensure that we know each child's next steps in their learning
6. As part of our personal, social and emotional development offer we ensure that the teaching provision supports each child's ability to self regulate
7. We offer numerous opportunities for parents to engage in their child's learning



Enabling Environments

In the EYFS at St Barts we have amazing enabling learning environments.

Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.



Curiosity in the EYFS

At St Bartholomew's Church of England Academy, we are passionate about inspiring our children to be the 'thinkers and doers' of the future. We plan our curriculum and enabling environments to ensure that we inspire children to play, think and learn. We provide a wealth of experiences to promote curiosity, awe and wonder.

In the EYFS we:

- Provide environments with authentic resources, recycled materials and loose parts that inspire children with open-ended learning opportunities.
- We inspire children to play, tinker, linger and explore
- We ensure that the environments feel homely and inviting, the children love snuggling up on the sofa to read and playing in the home corner with real life objects
- We provide many aspects of nature within our setting
- The resources on offer in the EYFS are easily accessible and thoughtfully presented.
- Areas within the EYFS are 'dressed for engagement,' the resources on offer 'invite' children to play and learn.
- We provide a range of provocations, these are open-ended resources, either materials or objects, that create a context for children to explore their ideas, either independently or with friends. It is an extension or a challenge to stimulate thinking. It deepens or extends children's current interests, ideas and theories. Provocations encourage children to make new connections based on their previous knowledge. Provocations allow children to develop their innate curiosity, creativity and problem-solving skills, as they deepen their ways of thinking



Our EYFS environments and resources encourage children to learn how to think, not what to think





The role of the adult in our EYFS curriculum

The role of adults and different learning opportunities

The role of the adults in the Early Years is fundamental. A practitioner's good knowledge of Early Years principles in general and of current planning in particular is vital; they should be available to interact with children working in the classroom's learning areas. Children *"also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important"* (Development Matters, 2021).

Effective learning in the Early Years Foundation Stage is the result of a balance between:

Adult-led learning	Adult-guided or adult-initiated	Child-initiated learning
This learning is led and managed by the adult eg Phonics and Maths are good examples of curriculum areas delivered through adult-led learning.	Adults guide learning by their resourcing and support; children independently practise and consolidate previous learning eg Phonics and Maths activities which follow on from an adult-led session.	This is led by the child; the child chooses the context, the resources, the place and the time they spend engaged in the activity. The role of the adult is to develop and deepen a child's thought processes in a way that doesn't 'take over' from what the child is doing and thinking.

Similarly, the balance between different learning activities is also crucial.

Directed activity	Themed / enriched / enhanced activities	Continuous provision
This is focused learning where the teacher plans the objectives and has intended outcomes. The outcomes of this learning can then be transferred and consolidated in other activities. A directed activity can be with the whole class or within a smaller group.	These come from the planned, objective-led activities and children's interests. The adult interacts closely with the children taking their learning forward.	Continuous quality provision in the classroom learning areas helps to ensure continuous learning. In the different classroom learning areas, continuous provision is enhanced through extra resources carefully placed to develop particular learning and interests, or through learning challenges which adults place as a focus for children's activity.





Characteristics of Effective Learning

Our EYFS curriculum encourages the children to learn in different ways.

Characteristics of effective teaching and learning

*The unique child reaches out to relate to people and things through the **characteristics of effective learning**, which can be apparent in all areas of learning.*

↑ Playing and exploring ↑

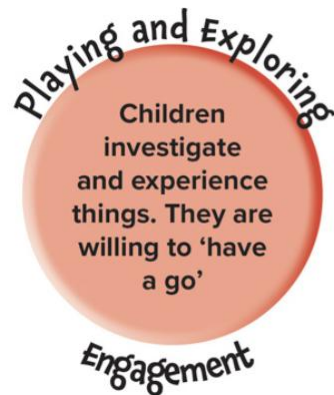
children investigate and experience things, and 'have a go'

↑ Active learning ↑

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

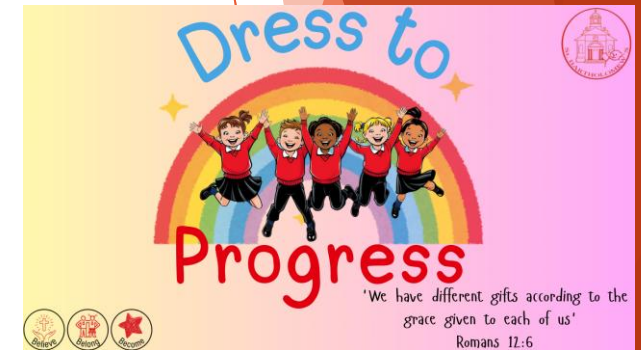
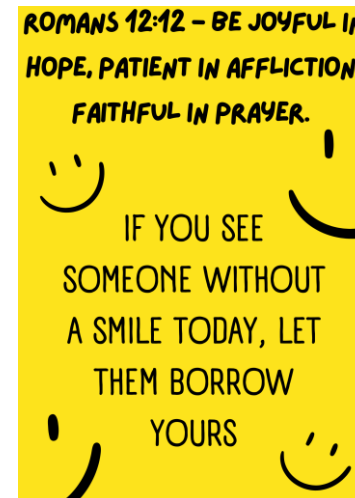
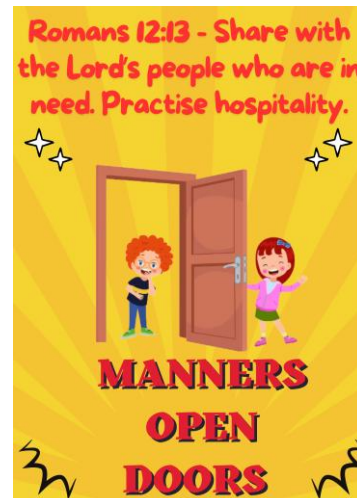
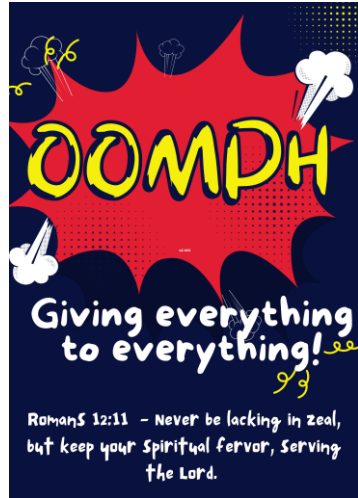
↑ Creating and thinking critically ↑

children have and develop their own ideas, make links between ideas, and develop strategies for doing things





Our Christian Cultures are also embedded in our EYFS curriculum.





Cultural Capital in the EYFS

At St Bartholomew's, we provide an engaging curriculum that strives to plant seeds of curiosity for future learning.

At St Bartholomew's Church of England Academy, we view 'cultural capital' as the characteristics, knowledge and skills that promote social mobility, both now and in the future. We ensure that all children are exposed to a wide range of experiences that will develop their cultural capital and give them an advantage in later life. We also recognise that all children have different starting points and so strive to layer experiences that will build over time and hopefully help to close any attainment gaps.



British Values help shape our EYFS Curriculum



Democracy: making decisions together

As part of the focus on self-confidence and self-awareness

- We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children vote daily for the book they'd like read at the end of the day.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

As part of the focus on managing feelings and behaviour:

- We ensure that children understand their own and others' behaviour and its consequences; and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.





Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people and communities

- Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in small group discussions.

Mutual respect and acceptance: treat others as you want to be treated

As part of the focus on people, culture and communities, managing self and building relationships:

- We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Our planning and practice is geared to supporting children to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others including families, faiths, communities, cultures and tradition.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.



In the EYFS our curriculum is based around possible themes, lines of enquiry and the children's interests.



Festivals, Celebrations and Significant Events

In the Early Years, our curriculum includes the celebration of a range of festivals and significant events throughout the year. We read key texts linked to the festivals and celebrations and have themed days linked to these events.





In the EYFS our curriculum is full of 'wow moments' enrichments, visitors and trips!



Parental engagement is an important part of our curriculum – we love showing our ‘grown ups’ what we can do!



Personal, social and emotional development is fundamental to our EYFS curriculum

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. In the EYFS we love our visits from the pet therapy dogs. We also have a fantastic nurture team who come and help us to talk about our feelings and friends.



Outdoor Learning

As part of our physical development curriculum offer, we involve the children in the EYFS in as many outdoor learning opportunities as possible.

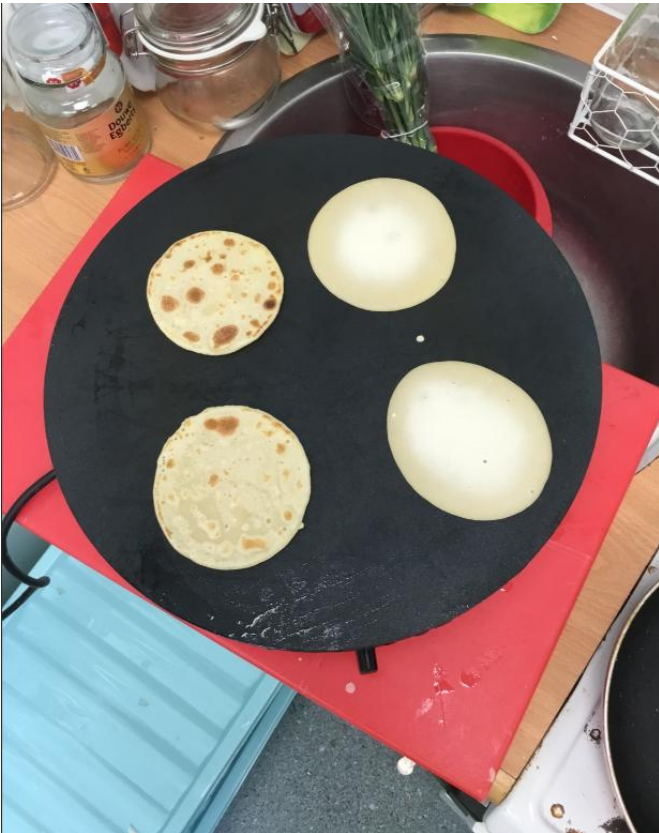


The children in Belgrade Nursery and the Jaguar Reception class love to explore their outdoor learning environments.



Ready, Steady, Cook!

In the EYFS the children take part in regular cooking opportunities as part of our curriculum. We even go to the local Sainsburys to buy our ingredients.



Our curriculum in the EYFS promotes a love of reading

Reading sparks imagination, encourages creativity and promotes communication for children. That is why reading makes up such an important part of St Bartholomew's EYFS curriculum.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss

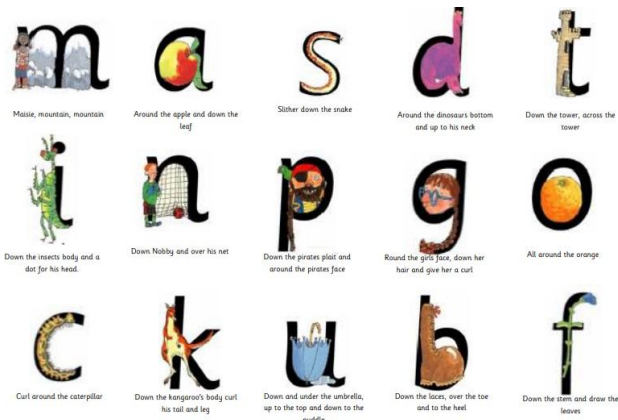




Learning to read and write in the EYFS

In the EYFS we follow the Read Write Inc phonics programme. All the teachers and teaching assistants are reading experts, and the children love Fred! We start to teach our phonics programme in Nursery.

Read Write Inc (RWI) is a phonics based English programme which helps all children learn to read fluently and at speed which allows them to focus on developing their skills in comprehension, vocabulary and spelling. Our Nursery children also love their RWI phonics sessions!



Read Write Inc.
Phonics



Drawing Club

The children in the Reception class love taking part in drawing club which we link with our key Reception texts. Nursery are also excited to be taking part in 'Dough club' next academic year, this will get them ready for the world of Drawing Club in Reception!

Drawing Club allows us to open up the magic world of tales and story to children whilst at the same time enriching their language and vocabulary, developing their fine motor skills, and building upon their application of phonics and maths by writing secret codes.

Drawing Club is a highly creative approach that immerses children into a world full of imagination where anything can happen and it often does!



Dough Club



Floor Books

Evidencing the journey through our learning in the EYFS

A floor book can be seen as a way of **documenting learning**.

“Documentation is about what children are doing, learning and grasping and the product of documentation is a reflection of interactions between teachers and children and among children.”

Reggio Kids

In Nursery and Reception, we use floor books to celebrate the depth of learning that takes place in the Early Years. Learning is visible in the floor book and show progression. They capture many different learning situations in many different contexts; through annotated photographs, post it notes and speech bubbles of direct quotes from the children. Floor books record children's thoughts, their questions and their enquiries. The children have ownership of the content of the floor book and take great delight in sharing their learning journey across the year, as a class and as individuals. The children show pride in their achievements, recognising their own progress throughout the year. The book is not organised into the 7 areas of learning, instead it is ordered to show the journey across a topic/ theme as a whole; demonstrating clear evidence of progress and examples of the range of exciting learning opportunities that the children have been exposed to. We have a separate maths floor book that captures our maths learning journey.

Floor Books are created for the children, allowing them to reflect on their own learning with the enthusiastic support of the adults around them. Floor Books will help develop their retrieval skills, with opportunities being provided to revisit learning.

The children in the EYFS love sharing their floor books with the subject leaders in school. As a result, the subject leaders in school are clear on what knowledge, skills and understanding we cover in the EYFS.



Transition to the EYFS



At St Bartholomew's Church of England Academy, a child's social and emotional well-being is paramount to ensure a smooth and positive transition into school. We encourage the opportunity for visits to the setting to establish a partnership with parents. Parents/carers are invited into school with the children for an 'All About Me' meeting with the Early Years staff. This is an excellent opportunity to ask any questions and ensure to support the child's transition into the setting, to make it a familiar and comfortable environment for an afternoon where essential information is shared. The children play an active role in sharing their current interests and hobbies with their point of contact carers. Parents are encouraged to bring in items for the children to share at school.

Staff create a display of children's interests and hobbies.



Transition to Year 1 – continuing the learning journey at St Bartholomew's



- Teachers in the Reception year and KS1 will consider what they can do to prepare children for the move into Year 1.
- Year 1 teachers will ensure that their practice and provision is developmentally appropriate for the children coming into their classes and are aware that this may change from year to year.
- Parents/ carers are fully involved in the transition process.
- Focusing on the needs of the 'unique child' will shape and develop appropriate learning experiences in Year 1.
- The pedagogical approaches provided are consistent in the early years and primary phase with appropriate expectations, challenge and support for all learners.
- A curriculum which excites the imagination of every child: therefore, continuing the EYFS approach will work for children in Year 1.
- All Year 1 staff have a knowledge of the EY curriculum and the Characteristics of Learning so they can support all children in a developmentally appropriate way.

