



EYFS Curriculum: Creating Bright Futures by Celebrating Success

Curriculum Intent

The aim of our EYFS curriculum is aligned to our whole school curriculum intent. It is built on the philosophy; to study and learn from the past whilst preparing our pupils for their future. Across our EYFS, we provide children with a range of appropriate, rich and memorable learning experiences, enabling them to develop as confident, responsible citizens with a life-long love of learning. In order to bring about the aims and values of our school and respond to the unique needs of our community, we;

- o Ensure all children feel safe, happy and included.
- o Offer provision that is rich in possibilities.
- o Provide children with exciting environments, enabling them to explore their interests, in order to make sense of the world in which they live.
- o Value and listen to all children, resulting in happy children with high levels of self-esteem and engagement.
- o Teach children how to contribute positively to their own physical and mental well-being and support them in learning how to overcome challenges.
- o Equip children with the basic skills needed in order to read, write and understand basic number.
- o Celebrate the diverse nature of our setting, developing children's awareness of and respect for others.
- o Work in partnership with parents and carers to understand and meet the needs of every child.

Co-op Academy Clarice Cliff serves a unique community which brings together children from many different backgrounds and increasingly from different countries around the world. Our children bring with them wide-ranging cultural experiences, enriching our school community. Our pupils speak many different languages. For many of our pupils, developing English language and vocabulary is a high priority, including pupils whose first language is English. It is our intention to meet these needs through an intensive absorption in rich language in all aspects of learning from the minute they join us in Nursery. Language enrichment is, therefore, central to learning across our Foundation Stage.

We provide a learning experience that is bespoke to Co op Academy Clarice Cliff and to every unique cohort, based on their needs identified at baseline, emerging trends and our continual gap analysis that supports our planning and provision. Each child has their individual starting points which we value and recognise.

Implementation

Our EYFS (Nursery and Reception) follow the Early Years Foundation Stage framework which stipulates what we teach. The curriculum requires the children to access learning both indoors and outdoors. The framework includes seven areas of learning and development.

The first three areas are important to allow the children to show curiosity and enthusiasm for learning, develop further self-esteem and form relationships that will allow them to thrive. These areas are called 'Prime areas'. Prime areas are:

- Communication and Language– Listening, Attention and Understanding and Speaking;
- Personal, Social and Emotional Development – Self-Regulation, Managing Self and Building Relationships;
- Physical Development–Gross Motor Skills and Fine Motor Skills;

The other four areas of learning are referred to as 'Specific areas'. These areas help to develop essential skills and knowledge for children to participate successfully in society. Specific areas are:

- Literacy – Comprehension, Word Reading and Writing;
- Mathematics – Number and Numerical Patterns;
- Understanding the World – Past and Present, People, Culture and Communities and The Natural World;
- Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive.

Each area of learning is implemented through a mixture of carefully planned direct teaching and purposeful play in which practitioners consider-the individual needs, interests and development of each child and develop knowledge and skills through high-quality interactions.

In planning and guiding the children's activities all practitioners observe and reflect on the different ways that the children learn. These are formally known as the characteristics of effective learning and are described using the following three key characteristics:

- Playing and exploring–how the child investigates and experiences things, or their 'have a go' attitude;
- Active learning–how the child concentrates and can keep on trying if they encounter difficulties, and enjoy their own achievements;
- Creating and thinking critically–how the child has and develops their own ideas, makes links between their ideas, and develops strategies for doing things.

We have well established safety procedures in place to ensure that all of our children are safe and happy at school. On entry to Nursery, all children are assigned to key worker groups so that the children can develop good relationships with an adult, ensuring that their pastoral and developmental needs are met to a very high standard. We carry out daily safety checks based on our risk assessment to ensure that our environment is safe.

In both Nursery and Reception, we have an overarching topic that the children are immersed in to offer a deeper learning focus. Through careful planning, we build on the ideas and interests of the children within each topic, responding to them in different ways to enable us to support each child's learning and development. Opportunities for the children to access learning both indoors and outdoors are provided daily. Language enrichment is central to learning across our curriculum and we have a strong focus on teaching children the basic skills. We prioritise creating a 'language rich' environment through the use of open ended provision indoor and outdoors, through songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Staff run the effective communication programme WellComm, which enhances communication, vocabulary and expressive skills.

The children learn and develop their social skills, communication and language skills and their gross and fine motor skills across the Foundation stage but there is a particular focus on this within the Nursery of our school. This continues into Reception but there is a greater balance with the other areas of learning. The children also have daily Literacy, Maths and Phonics sessions, as well as opportunities to follow their interests within each topic. Each Literacy unit is planned around a high quality text. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of our phonics programme, Little Wandle Letters and Sounds. We also place a very high importance on story time within our curriculum and both Nursery and Reception will engage with high quality story time, a minimum of once daily. Each class has a set of high quality core story books to enjoy within story times which are different to their key Literacy texts. They will read these books regularly throughout the year, so that they have a bank of familiar stories and begin to develop a love of reading.

Topic overview (Deeper learning focus)

	Autumn Term	Spring Term	Summer Term
	<p>Autumn One</p> <p>Nursery: Me and My Family – Who is in my family? Reception: On Our Doorstep - Who is in my community?</p> <p>Nursery & Reception: What changes happen in Autumn?</p>	<p>Spring One</p> <p>Nursery: Where do I live? Reception: Why is it dark at night?</p>	<p>Summer One:</p> <p>Nursery: What lives at the bottom of the garden? Reception: How do living things grow?</p>
	<p>Autumn Two</p> <p>Nursery: Rhyme time Reception: Once upon a time</p> <p>Nursery and Reception: What changes happen in Winter?</p>	<p>Spring Two</p> <p>Nursery: Who lives on a farm? Reception: Why doesn't a polar bear live in the jungle?</p> <p>Nursery and Reception: What changes happen in Spring?</p>	<p>Summer Two:</p> <p>Nursery: What lives in the sea? Reception: What is it like beside the seaside?</p> <p>Nursery & Reception: What changes happen in Summer?</p>
	<p>Celebrations: Harvest Bonfire Night Diwali Christmas</p>	<p>Celebrations: Lunar New Year Children's Mental Health Week Mother's Day Easter Eid Al Fitr</p>	<p>Celebrations: Father's Day Eid Al Adha</p>

At Co op Academy Clarice Cliff, we understand the importance of the parent partnership as part of the school community and the crucial role as part of their child's learning journey. We create strong relationships through our welcome to school meetings, home visits and stay and play sessions at the start of the school year. During the school year, parents receive updates through our online learning journey, Class Dojo, and also receive daily updates that inform them of what their child is learning and how they can support learning at home. We also invite parents into the setting to take part in our 'watch me learn' sessions and various family learning workshops throughout the year. Staff are available at the end of each day for parents to talk to if they have any queries or concerns and parents are invited to a formal meeting (parents evening) three times a year at which the teacher/Early Years Practitioner and parent discuss the child's progress.

As part of the learning and teaching process, children are assessed through a balance of observation during play and adult directed activities. This is then used in conjunction with our skills progression documents to help determine where the child is with their learning and at the end of the Reception year, in relation to the Early Learning Goals.

