



## Intent

At Tattenhall Park Primary School, our ambitious and broad curriculum is embedded in story and embraces our locality. We aspire to create a learning environment where curiosity is celebrated, diversity is embraced, and excellence is attainable by all. Inclusivity is woven throughout our school and our school family. We strive to ensure that every child succeeds on their own learning journey.

We believe that our Early Years Foundation stage is crucial for developing firm foundations to be built upon throughout a child's school journey and beyond. We grow the first roots of a child's learning journey. Our EYFS curriculum is specifically designed to encourage independent, inquisitive, and happy learners. Children's wellbeing is at the heart of our curriculum and a strong emphasis is placed upon children feeling safe and secure, whilst building positive relationships with teachers and peers. We recognise children's prior learning and various starting points and create a holistic curriculum that maximises cross-curricular links, supports vocabulary and language development and builds strong foundations for their future. Every child is recognised as a unique individual and our curriculum provides them with the opportunities to follow their imagination and creativity.

We seek to provide:

- Quality and consistency, so that every child makes good progress, and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our EYFS curriculum is based upon exciting topics, stories and vocabulary that ignite children's interests, however, our curriculum is not set in stone as with each new cohort of children, it will veer in different directions to address children's current interests, curiosities, and needs. We provide vibrant continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating and developing their skills, through

the three 'Characteristics of Effective Learning'. We want to empower children to have the confidence and self-belief to try new things and master skills during play that develop life-long learning. Focussing on how children learn, ensures that practitioners can plan purposeful play experiences in relation to children's needs and interests to support children to construct positive attitudes to learning that will last a lifetime.

We have ensured that our EYFS curriculum is ambitious and designed to give all children, the knowledge and cultural capital they need to succeed in life. Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.

## Implementation



In planning and guiding what our children learn, we reflect on the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

The Foundation Stage curriculum is organised into seven areas of learning:

Prime areas:

- Communication & Language
- Personal Social & Emotional Development
- Physical Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design.

These areas are developed through adult-led activities, structured play and child-initiated activities, following the children's interests and embodying topic led themes. Our curriculum is implemented through a topic based, cross curricular approach, using high quality texts to introduce these. The EYFS curriculum is flexible and is enhanced with children's own interests and questions.

### Play-based Curriculum

We enable children to learn holistically through play, exploration and experimentation. Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. We believe play is essential for children's development as it allows them to use their creativity, to develop their imagination and to give them a sense of adventure. Through this, they learn essential skills such as problem solving, working with others and sharing. This leads to the development of language skills, emotional literacy and social skills.

Our play-based curriculum includes both children leading their own play and taking part in play which is guided by adults. We ensure that our daily timetable has prolonged periods of uninterrupted play during which adults can observe, carefully monitor individual progress and have the time to develop high quality interactions.

### Parental Involvement

We use the Tapestry online learning journal to record and share the children's learning with their parents. Children also have a personal Learning Journey book. We actively encourage parents to share any 'wow' moments with us and the children can share these moments with their peers. Parents are also invited into school for parents' evenings, open evenings and for 'Stay and Play' sessions. Within these, parents can look through their child's learning journals, see their child's classroom environment and speak to their class teacher. As ever, we operate an open-door policy to ensure that we are working in partnership in how best to support their child.

### Environment

We recognise that the EYFS environment plays a key role in supporting and extending children's development. We plan a learning environment, both indoors and outdoors, that encourages independence and reflects the interests and abilities of the cohort. We use materials and equipment that celebrate the community that the children come from and the wider world. Many of the resources available within our provision are open-ended, to encourage imagination, creativity and curiosity. We ensure that our environment and delivery of the curriculum incorporate the three characteristics of effective teaching and learning – Playing and Exploring, Active Learning, and Creating and Thinking Critically.

We use visual prompts including pictures and words on labels, visual timetables and photographs of children taking part in activities to encourage children to be independent in their learning.

### Literacy

In the EYFS we plan literacy sessions to ensure children's early reading and writing development. Core texts are used to introduce topics that encourage high quality talk, support language acquisition and spark pupils' imaginations. We believe that an enjoyment of books is vital for the development of language and imagination. In Reception, we follow 'Pathways to Write' literacy scheme.

In line with whole-school policy, we use the Read Write Inc systematic synthetic phonics programme to teach phonics. We deliver discreet phonics sessions daily and aim for the children to practise and apply these skills during real and meaningful activities.

We read stories and singing nursery rhymes throughout the day. In Reception, there is a designated 'Storytime'. These sessions follow the 'Talk Through Stories' approach and 'Storytime' is planned to develop children's vocabulary and comprehension. Both Nursery and Reception classes also use 'Poetry Basket' to teach children poems they can perform and recall.

Topics in Nursery are often led through stories to support children in making sense of themselves; to teach important lessons and convey complex ideas, thus helping them make sense of the world around them. They also help the children to connect with the world around them.

'Helicopter stories' are also used in Nursery, which allow children to explore early literacy and the power of words as they see their stories come to life. This inclusive, whole-class approach values every child's contribution. It develops from a teacher scribing a child's story, then the child acting it out with their friends, leading to children writing their own stories.

Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week.

### Maths

Maths concepts and skills are taught through dedicated carpet sessions, focused teaching sessions and maths play during continuous provision. The EYFS environment has been developed to support mathematical concepts such as counting, measuring, sorting, comparing quantities and pattern making. All maths concepts are taught using practical resources (such as Numicon) and real-life experiences, which are often linked to our current topic (e.g. exploring capacity through making magic potions!).

Children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles: one to one correspondence, stable order and the cardinal principle. Children's fine manipulative skills are a focus area to develop 1-1 correspondence, so that children count each object only once. In Nursery, we use the Master the Curriculum teaching sequence to support the children's learning and Reception follow the Whiterose teaching sequence.

### PSED

We believe play is essential for children's development as it allows them to use their creativity, to develop their imagination and to give them a sense of adventure. Through this, they learn essential skills such as problem solving, working with others and sharing. This leads to the development of language skills, emotional literacy and social skills.

In Reception, we follow Jigsaw PSHE sequence of learning for adult led sessions. We are a 'No Outsiders' school and children attend our 'Values' and 'Picture News' assemblies.

### Physical Development

Alongside well-planned provision, children in Reception take part in weekly PE lessons to support their fine and gross motor skills.

Children in Nursery take part in daily dough gym to support their fine motor skills in preparation for writing in Reception. We also use the 'Squiggle Whilst You Wiggle' scheme to support gross and fine motor development. In Reception, children continue to use 'Squiggle Whilst You Wiggle' during the first Autumn Term and then move on to 'Funky Finger' sessions to further develop fine motor skills and pencil grip.

### Understanding the World

In Reception, we use Kapow Primary Geography planning to further support some of adult led sessions and for further enhancements to our provision.

In Reception, we use Jigsaw RE to further support the delivery of adult led sessions.

In Nursery, we are very hands on with learning about the world around us; from visits from parents, pets and people in the community who help us, to planting and exploring our garden area and finally exploring what is around us by going on village walks.

### Expressive Arts

In Reception, we use Kapow Primary Art and Design, Design and Technology and Music schemes of learning to further support our adult led sessions and for further enhancements to our provision.

Please see our long-term overviews and EYFS Curriculum for further information.

## Impact



On-going formative assessment is at the heart of our EYFS practice. Our practitioners aim to engage and be involved with children during their play-based activity, across all areas of learning. Through this involvement, teachers can gather a clear picture of where children are in their learning, and of any gaps they may have.

Through the delivery of a well-planned, child-led and challenging curriculum, we aim that the children will leave Reception as independent learners, with transferrable skills needed to start Key Stage One. Through a system of direct teaching, effective adult-child interactions, child-led learning and detailed assessments, our children make good progress. The main measure of progress within the EYFS is Good Level of Development (GLD).

To achieve a 'Good Level of Development' (GLD), children need to achieve the expected standard in all areas of learning, apart from Understanding the World and Expressive Arts & Design. Children's development and progress is discussed during our Early Years moderation meetings, where observations and pupil knowledge are discussed, and judgements are made.

**Together, we will shape the future leaders, thinkers, and innovators of tomorrow.**