

# Maybury Primary School

*Believe. Achieve. Succeed.*



## EYFS Curriculum Design Statement

### INTENT

It is our intent at Maybury Primary School that children in the EYFS are happy, confident, independent and curious learners who can thrive in a safe, secure and challenging environment.

At Maybury our experienced leaders know our community well and therefore the needs of our children, because of this our curriculum changes from year to year depending on the needs of our cohorts.

Our children start school with a low baseline particularly in communication and language, therefore our curriculum is heavily based around developing children's early language and communication skills.

At Maybury many of our children start school with limited experiences so we construct a curriculum which provides a wealth of first hand experiences including, visitors, trips and workshops. We aim to provide children with a wide number of experiences and ideas based on their own personal circumstances through exciting and stimulating activities including awe and wonder.

There is a sharp focus on ensuring that our children acquire a secure knowledge of phonics, this gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Our school's approach to teaching early reading and synthetic phonics is systematic and aims to ensure that all children learn to read words and simple sentences accurately by the end of reception.

We have the same academic ambitions for almost all children, taking into account their starting point. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is designed to be ambitious and to meet their needs.

### IMPLEMENTATION

Our children benefit from meaningful learning across the curriculum. Our staff are knowledgeable about the areas of learning they teach.

At Maybury we manage the EYFS curriculum and pedagogy in relation to the learning needs of our children. Learning is based on real life, purposeful experiences, e.g. role play supermarket with real resources, Chinese New Year.

Our highly skilled staff are experienced in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. Our phonics programme begins almost immediately children enter EYFS. Phonics is effectively planned and delivered every day in EYFS. There is a high emphasis on Phase 1 phonics throughout Early Years e.g. rhymes, listening and tuning into sounds in words, stories as well as phonic sessions up to phase 4 by the end of reception. Phonics teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day- children have a wealth of opportunities to apply phonics skills throughout the curriculum both indoors and out.

Teachers instil in children a love of literature. Story time and stories play a big part in the daily life of EYFS children at Maybury. We encourage a love of reading through:

- high quality texts
- 5 a day stories
- an inviting reading area which is a central focus in the classroom



# Maybury Primary School

*Believe. Achieve. Succeed.*



- nursery have a sofa in their book corner where staff and children can sit comfortably and enjoy stories together
- retelling/role playing of familiar stories
- children take turns to choose the stories they love at the end of the day and all children vote for their favourite
- Big books - model reading of text
- building a repertoire of songs and rhymes

We have skilful adults in EYFS who engage in conversations with children to develop their vocabulary. We use bi-lingual staff to communicate and translate with children in EYFS. Staff are positive role models for spoken language and communication, and language is a pivotal part of our rich language based curriculum.

Adult interactions with children during child-initiated play is excellent in the EYFS, adults model language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. Therefore, adults are able to facilitate and set challenges to assist children's progress in all areas of the curriculum as well as identifying any misconceptions. Misconceptions are addressed immediately through our 'in the moment' provision and feedback.

The maths curriculum is devised in EYFS to develop early mathematics skills which are embedded during continuous provision, we use White Rose mastery and NCETM Numberblocks to inform our planning which is devised to meet the individual needs of our children and is regularly adapted depending on our cohort. Our mathematics curriculum provides a strong basis for more complex learning later on.

Our EYFS environment is a real strength of our school, it is highly engaging and stimulating. It is well organised and resourced with open-ended opportunities to develop children's curiosity to ask questions and develop knowledge.

Children's social and emotional health affects their overall development and learning. We know that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance. At Maybury we promote children's social and emotional health in many ways, for example, building trusting relationships and teaching social and emotional skills intentionally.

Our curriculum promotes healthy lifestyles. Our leaders and staff are particularly attentive to the youngest children's needs. Our staff give clear messages to children about why it's important to eat, drink, rest, exercise and be kind to each other. In EYFS all children have access to a snack table, which includes fruit, milk, water which encourages self-regulation. We provide opportunities for children to be physically active at all times of the school day e.g walk/run the mile , physical play outside, cosmic yoga, PE sessions and physical development opportunities in continuous provision. We provide opportunities for children to rest and recognise when they are tired, we have 2 year old rest mattresses and quiet areas to enable children to do this. We teach children about staying healthy within the curriculum and provide opportunities to reinforce these concepts e.g The Life Bus and School Nurse talks about germs, washing hands and brushing teeth.

Teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders.

Our leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

Our staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum.



# Maybury Primary School

*Believe. Achieve. Succeed.*



All early years staff, Home-School Link Worker and other leaders, have developed excellent relationships with parents and families. They engage parents in their children's learning very well through a large variety of activities, such as regular 'play and learn' and 'stay and play' sessions and by using and responding to Tapestry. We welcome parents into school through our open door policy. We provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read, phonics and early maths. These are led by class and specialist teachers and our Home School Link Worker. In the Autumn and Spring term parent meetings which inform parents of their children's progress and set targets linked to the next steps in their learning. In the Summer term parents receive a detailed end of year report.

All children who start school in the EYFS have a home visit and a 'starting school' parent meeting where vital relationships are developed.

## **IMPACT**

The impact of the curriculum and what children know, remember and do is strong. Maybury children demonstrate this through being deeply engaged and sustaining high levels of concentration in our exciting, stimulating environments.

Our children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. The children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.

At Maybury our children develop their vocabulary and understanding of language across the seven areas of learning, they demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. Our children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.

By the end of reception our children use their knowledge of phonics to read accurately and with increasing speed and fluency. Our children are ready for the next stage of education, especially year 1 in school.

Children at Maybury achieve well, particularly those children with lower starting points. By the end of reception our children have the personal, physical and social skills they need to succeed in the next stage of their education.

Children are highly engaged in purposeful activities through play, children can sustain their attention, this is due to the school providing time in the day for extended periods of time for children to explore, revisit their learning, have a go with adult support then attempting these independently which embeds learning and develops children's resilience. Characteristics of Effective Learning are embedded in the pedagogy of our EYFS. Our Learning Dinosaurs build resilient children who try and do not give up easily, they develop children to think and solve problems as well as explore new learning opportunities.

Prime areas of Learning are developed throughout the Early Years and is an important part of our pedagogy. Children are equipped with the language to talk about their feelings and think about how others may be feeling too. The school has an embedded values based and Learning For Life curriculum which enable them to develop a sense of right from wrong. We have clear, consistent rules which enable children to make the right choices and manage their own behaviour well.

As a result of our pedagogy and thoughtfully developed curriculum most of our children achieve the early learning goals, particularly in mathematics and literacy and the prime areas by the end of Reception.

