Early Years Foundation Stage [EYFS]

The Curriculum

Our children follow a broad and balanced curriculum, underpinned by the latest EYFS Framework Nov 2024. There are seven areas of learning and development. All areas of learning and development are important and inter-connected. EYFS Practitioners consider the individual needs, interests and stage of development of each child in their care in order to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These are known as the three **Prime areas** of learning:

Personal, Social and Emotional Development (PSED)- here the children learn how to work and play, cooperate and function in a group, develop personal and moral values, and understand themselves and others.

Communication and Language (CL) – here the children are encouraged to listen attentively in a range of situation's, giving attention to what others say and respond appropriately, allowing them to become competent talkers.

Physical Development (PD) – We aim to develop physical control, mobility, awareness of space, and manipulative skills. Established positive attitudes towards a healthy and active way of life.

These prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. Practitioners working with the youngest children focus strongly on these prime areas, but it is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

The four **Specific areas** are:

Literacy Development (Lit) – here we develop early literacy skills through reading, writing and phonics activities.

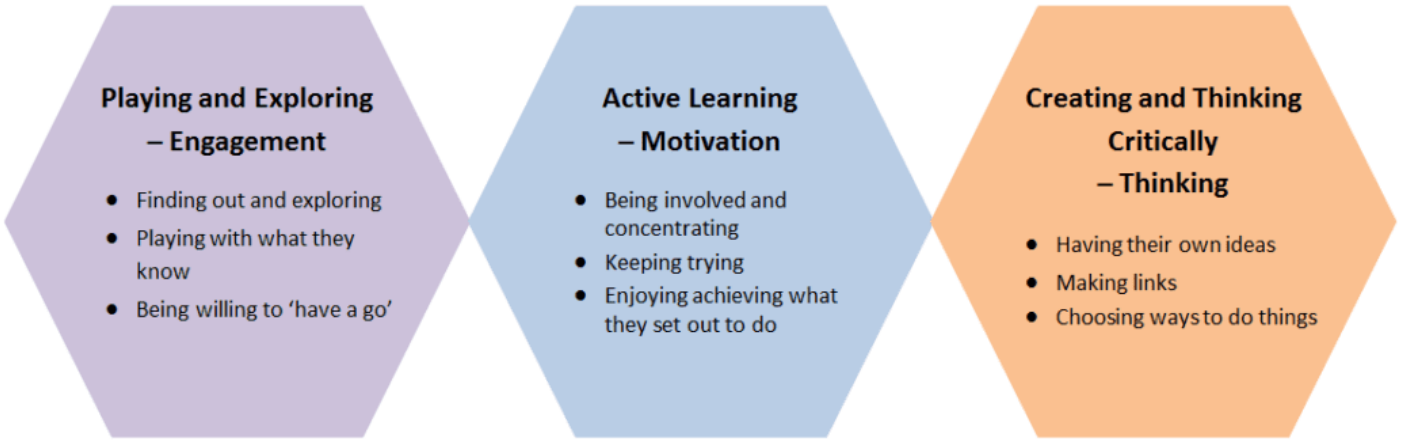
Mathematical Development (M)– here we develop mathematical understanding with a focus on practical mathematics and problem solving.

Understanding of the world (UW)– finding out about the world around them, other people, and features of the natural and man-made world. A foundation for History, Geography, Design technology and Science. We develop children's experiences of technology offering them a range of equipment and skills.

Expressive Arts and Design (EAD) – we aim to foster the children's creativity through exploring and using media and materials, developing and using their imaginations and promoting dancing and singing.

These specific areas enable the prime areas to be strengthened and applied. Whilst we recognise that children learn and develop at different rates, there is an expectation that the majority of children will attain a 'good level of development' by the end of their EYFS journey; this is defined as achieving the Early Learning Goals for all of the Prime Areas and for the Specific Areas of Literacy and Numeracy.

Characteristics of Effective Learning



In planning and guiding children's activities, we reflect on the different ways that children learn and we reflect these constantly in our daily practice. The Characteristics of Effective Learning underpin the early years curriculum. These include:

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 to solve problems in their learning.

Learning through play

At St Crispin's, play in EYFS is an integral part of learning. We are committed to child-initiated learning and believe in learning through well considered play opportunities. Play is central to young children's learning; it is through play that children learn to make sense of the world around them. For young children, there is no distinction between work and play. It is a serious pursuit which enables them to develop concentration, explore ideas and expand their knowledge.

Our EYFS Intent, Implementation and Impact

Intent

At St Crispin's Infant School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside families and others to meet individual needs, creating independent, enthusiastic learners who thrive and meet their full potential.

At St Crispin's Infant School we plan an Early Years curriculum that is exciting and centred around children's interests; this curriculum ignites the spark for lifelong learning. As an accredited National Nurturing UK school, we implement and embed a nurturing culture that responds to the social, emotional and mental health needs of our children, alongside their academic success. This gives pupils not only academic skills but also the emotional awareness and moral purpose they need to become valuable members of our community.

Implementation

At St Crispin's Infant School we adhere to the Statutory Framework for the EYFS, this is made up of four overriding principles which our early years education is based upon:

- Every child is a **unique child,** who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships.**
- Children learn and develop well in **enabling environments,** in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn** in different ways and at different rates.

Unique Child

We recognise that every child is unique and has his or her own temperament and learning style. We recognise that each child will bring their own uniqueness to new experiences and will take an active role in the process of learning through their engagement in these experiences. Children's attitudes and dispositions to learning are influenced by feedback from others, we use praise and encouragement, as well as celebration assemblies. We enjoy sharing learning experiences with families via our Class Dojo pages.

Positive Relationships

We recognise that children form positive relationships through supported interactions with others, we understand that it is here that they will learn to make good friendships, co-operate and resolve conflicts peacefully. We aim to develop caring, respectful, and professional relationships with the children and their families right from our first meeting. We encourage a sense of belonging through our National nurturing school approach and our school values of Leadership, Equity, Ambition, Respect and Nurture.

Enabling Environments

At St Crispin's, our learning space has been thoughtfully designed to provide the best developmental opportunities. We understand that the environment plays a fundamental role in stretching and challenging children's learning and development, children learn by building upon what they already know and can do. We continually assess any possible risks in the learning environment while enabling children to take measured risks themselves. Children have the opportunity to choose their own learning and enquire through play, either

inside their own classroom or within the shared outdoor area. We have developed our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers.

Learning and Development

We recognise the importance of all areas of learning and development and understand that children develop and learn at different rates. Our practice is informed by the latest version of the EYFS statutory framework that applies from November 2024 and covers the education and care of all children in EYFS, including children with special educational needs and disabilities. EYFS statutory framework for group and school-based providers

Impact

The impact of the EYFS curriculum is reflected in the development of our happy and confident learners over the year in each of the seven areas of learning. The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Summative assessments are made termly and formative assessments are an integral part of our planning process. Regular moderation with the EYFS team, whole class teams and cluster EYFS practitioners ensure we are confident with our overall judgements. Observations via our class Dojo pages, individual books and online book creator books are used to support these judgements, and parents are informed through parental meetings twice a year and with a written end-of-year report.