

This policy applies to all pupils in the EYFS.

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S. Wade	Bellevue Schools' Director
M.G. Hibbert	Headteacher
E.A. Hodgkinson	Head of EYFS/KS1
E. Whitmore	Head of Nursery

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1. INTRODUCTION

At Edenhurst Preparatory School, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life. The school follows its own wide-ranging academic curriculum tailored to the needs of its pupils and includes a wide range of learning experiences appropriate for the ages, abilities and needs of the children. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's special educational needs and/or disabilities (SEND) or support guidelines. In the event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised to the support the school can provide.

2. AIMS AND OBJECTIVES

Our vision is to equip our children with the necessary skills, attributes to thrive in a rapidly changing world.

- We work closely with families ensuring that the provision is excellent and meets the needs of children and families with regard to the educational journey through the Nursery and School and beyond.
- We develop the whole child where outstanding academics are one facet of an excellent education, mind, body and soul.
- We create a learning environment in which children are able to enjoy practical and immersive experiences.

Our core values are Nurture, Inspire and Achieve.

3. CURRICULUM OVERVIEW

3.1 At Edenhurst Preparatory School, we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. Within each theme, enquiry based learning is planned, which may encompass in a special event theme such as a performance, display, short presentations or assembly, dependent on the nature of the theme. Outdoor learning is pivotal to our curriculum and is incorporated in to each theme.

The curriculum in EYFS meets the requirements set out in the revised Statutory Framework for the Early Years Foundation Stage, published in September 2021.

Through the use of our Learning Friends:

Ellie the Elephant – Perseverance and Molly the Monkey- Resilience (underpinned by Personal, Social and Emotional Development and Physical Development) we cover :

Physical Activity (Gymnastics, PE Lessons, Dance, Judo Club, Soft Play)
Physical Health (Healthy Eating, Personal Hygiene)
Mindfulness (Yoga, Affirmation, Key Worker Time)

Whiskers the Cat- Curiosity (underpinned by Understanding the World) we cover:

Cultural Diversity (Celebrations, Visitors, Trips, French Lessons)
Environmentalism (Gardening, Eco Projects, Forest School)
Global Citizenship (Charity Events, Fundraising)

Simba the Lion – Courage (underpinned by Literacy, Communication and Language and Expressive Arts and Design)

Expressive Arts (Cookery, Rhythm Time, Concert, Carol Service, Music lessons, Colouring club)
Phonic Knowledge (Read, Write Inc, Makaton, Baby Sign, Stories)

Snappy the Crocodile- Risk Taking and Wagoll the Dog – Open mindedness (underpinned by Mathematics)

Maths (Loose Parts, Number Rhymes, Maths Whizz, Board Game Club,
Construction (Lego club,
Technology (IT lessons, Purple Mash, iPads, Beebots,
STEM activities (Experiments,

3.2 Educational programmes involve activities and experiences for children, as set out under each of the areas of learning.

Prime areas

- The development of children’s communication and language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.
- Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial

awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination.

- Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. They will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Specific areas

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Each area of learning shows progression which lead to Early Learning Goals. Children explore through play-based activities, which take the form of adult-focused sessions, adult-initiated sessions or child-initiated activities. Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors.

3.3. Planning

Medium Term planning:

For each month, teachers consider indoor and outdoor learning opportunities, and children’s interests supporting their own learning. Individual learning objectives aid planning in all areas of development.

Short term planning:

Weekly short term planning is responsive to continuous formative assessment and emerging interests and lines of enquiry.

4. STRATEGIES FOR ASSESSMENT, PROGRESSION AND CONTINUITY

Planning is responsive to individual pupil progress in the EYFS. Regular formative assessments, based on observations, photographs and examples of work, inform every day planning as well as providing ‘learning priorities’ for each pupil, ensuring that children move to the next step in their learning.

On entry to EYFS, all children are carefully assessed through observation, in order to ascertain stages of development, strengths and needs.

Children are assessed at the age of 2 years old in conjunction with their Health Visitor’s check.

At the end of the Reception class, the individual EYFS profiles inform planning in Year 1, in order to support and extend pupils' learning at the start of Key Stage 1.