



## **EYFS Curriculum Statement**

### **INTENT**

Every child deserves the best possible start in life and to fulfil their potential. We aim to develop caring, respectful and professional relationships with children, their families and other significant adults. We value the diversity of all individuals and do not discriminate against children or their families.

### **IMPLEMENTATION**

Everything we do in the EYFS is teaching, including all communication and interaction with the children, the learning environment and the learning experiences we plan and develop. We have a flexible approach to teaching and learning which enables us to meet the individual needs of all of our children. The needs of a particular cohort of children will be reflected in our planning and teaching. We know our children very well and have built up excellent relationships with both our children and their families. We have an 'open door' policy and involve parents in every step of their child's learning. We are dedicated to narrowing the gap for our disadvantaged children and provide a range of real life, engaging and practical learning experiences which all children are able to access. We use transition times of the day to develop further opportunities for children to learn and consolidate skills and realise the value of everyday routines for extra learning opportunities.

We value the importance of all communication and interaction in the development of children's learning. Every interaction a child has an impact on their speech and language skills. The interactions between adult and child is crucial to develop deeper learning and understanding. We plan opportunities to practise speaking and listening skills within daily routines, specific learning experiences and within provision based activities.

We realise it is vital that the adult grasps teachable moments as they occur during the day and responds to them with an understanding and insight to the learning opportunity for that child. We observe children and note their interests to inform the next steps in our planning. Through our observations and interactions with the children we carefully consider their next steps, the resourcing of environments, the approaches we are going to use and the amount of direction, independence or challenge we want to give each learning experience.

We track children's progress and measure the children against the expected levels of development for a child in nursery or reception at certain times of the year. Any child not making sufficient progress is identified early and supported through interventions and in class support as needed. We also liaise with other services and agencies if a child needs specialist support. We give the children strong foundations in a broad and balanced curriculum to enable them to work towards the Early Learning Goals throughout their journey in the Early Years so every child is able to reach their full potential.

### **IMPACT**

Children will feel safe, secure and happy at school. They will feel confident, empowered and motivated in their learning. Through the positive relationships developed with adults in school they will become strong, independent and resilient learners who are able to persevere. They will have the opportunity to play independently, make their own choices and be physically active as they explore the outside. Children will make good progress in all areas of learning and any child not yet reaching their expected stage of development will be identified early and given extra support and help so they are able to thrive and progress at their stage of development. The skills and knowledge that they have developed in the Early Years will help them to make a successful transition into Key Stage 1 and make the most of their future learning.

