

EYFS Shiremoor Primary

Curriculum Offer

Intent (Why do we teach what we teach)

At Shiremoor Primary School, we greatly value the importance that the EYFS plays in building secure foundations for long-term well-being and life-long learning. We offer a curriculum rich in language with reading and core books at the heart of a balanced approach recognising the importance of both **knowledge and basic skills** in equipping children for their lives and future learning.

We believe that every child deserves the best starting points in life and an equal chance of success. Parent involvement and knowledge about each child's interests and needs is crucial. We strive to support families in our school community through strong partnerships with parents. As such, our Early Years Foundation Stage offers places for children to enter our Two Year Olds provision, Rising Threes and Nursery provision, through to the end of the Reception year to support early learning and development.

A significant proportion of our children start our early years with skills and knowledge, which are significantly below those typical of their age. By identify speech, language and other developmental needs as soon as possible we aim to improve outcomes in the Early Years by closing specific skills gaps with individuals and vulnerable groups. We see the value of embedding specific skill-based interventions to make them part of daily practice and a targeted approach of teaching and interactions. As such, we prioritise Communication and Language, Personal, Social and Emotional and Physical development in our Nursery provisions, as they are fundamental to all other areas of learning and well-being. We understand that language development is central to self-regulation and children use language to guide their actions and plans.

We designed our curriculum progress models, across all the seven areas of learning, with the particular strengths and individual developmental needs of the children of Shiremoor in mind. Building a balance of knowledge, skills and vocabulary successfully and sequentially over time, we aim to give our children the cultural capital they need for future success. Research indicates that 'children become more proficient learners when they develop metacognitive and cognitive strategies, such as being able to retrieve and connect their knowledge' (Muijs, 2020; Brown, Roediger and McDaniel, 2014). Our curriculum helps them to acquire the knowledge and skills that they need and then gives them opportunities to practice and apply them over time, in order to store and recall from memory and refine skills to become powerful learners.

We understand that play is an integral part of learning and pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. We believe that the correct mix of adult directed and child initiated play ensures the best outcomes for our children and as our children enter our Reception provision, the balance shifts towards more adult led teaching opportunities.

We work hard to provide stimulating and engaging environments both indoors and outside, providing teaching and learning experiences which promote challenge, exploration, adventure and a passion for learning. We intend to create a place where our children aspire to be storytellers, artists, explorers, inventors, chefs and outdoor enthusiasts. Warm, positive and skilful adult interactions support children to build upon prior learning experiences by aiming high and developing a love of reading, writing and maths, an understanding of the world and the expressive arts. The Shiremoor community has local amenities and a wealth of places of interest on its doorstep. As such, we plan

to use local resources for trips and topic hooks relevant to our children. We aim for our children to become happy, healthy, independent and confident learners who are ready, able to access and experience the awe and wonder of the world and diversity of the community in which they live.

The school's core values are embedded in our EYFS aims.

Aims

- Our EYFS curriculum aims to equip all pupils in our care with **basic skills** and knowledge across the Prime and Specific areas of learning to ensure children are ready for Year One.
- In our EYFS, children begin to understand that we come to school to learn and **aspire** to have careers and jobs.
- We help children to learn rules and develop a positive sense of both themselves and others around them so that they can manage in the classroom and school community and can demonstrate **respect** for others.
- The EYFS curriculum is designed to bring new **challenges** each day and interconnected with the Characteristics of Effective Learning, develop a mind-set of wanting to play, explore, keep trying, be willing to "have a go", link ideas and enjoy achieving what they set out to do.

Four guiding themes and overarching principles shape our practice:

1. A unique child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

2. Positive relationships

Children learn to be strong and independent through positive relationships.

3. Enabling environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents/carers.

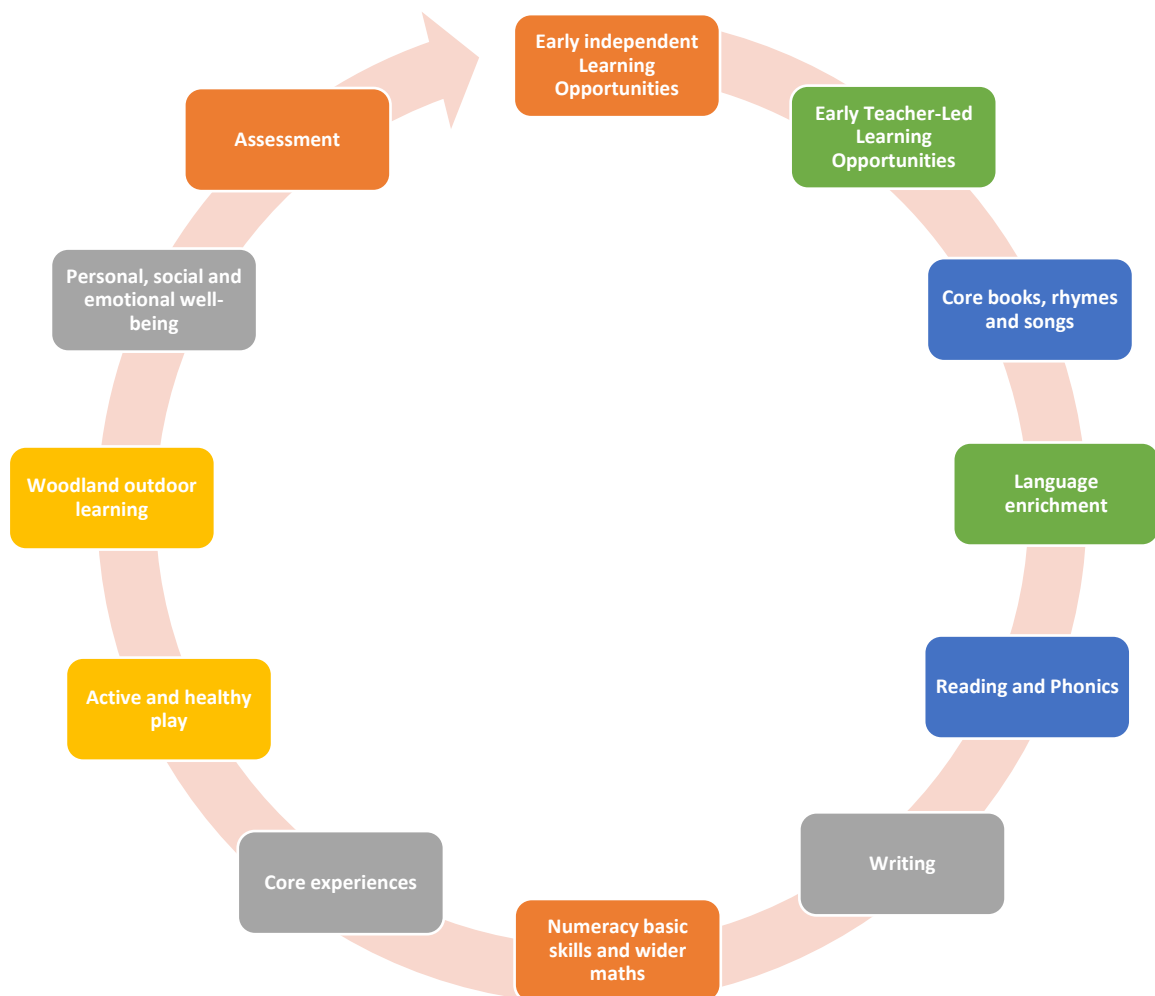
4. Learning and development

Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Implementation (How do we teach what we teach)

We offer a high quality broad and balanced curriculum, which has twelve main elements. The prime areas of Communication and language, Personal, social and emotional development and Physical development, prioritised in our Nursery provisions and the specific areas of Literacy, Mathematics, Understanding the world and Expressive arts and design are taught through a **well planned adult-led programme of teaching and rich and relevant progressive opportunities for independent exploration and learning**. The characteristics of teaching and learning are interlinked with these areas and are central to our pedagogy and practice.

Nursery and Reception follow our **curriculum map overview** of half-termly child-centred topics based on core books. These overviews include suggested key vocabulary, skills, knowledge, concepts, texts, projects and programmes of work for that half term ensuring progression and challenge. Topics have been chosen appropriate to our context and known interests of young children, ensuring our children develop and broaden their knowledge and understanding of the world. This is flexible to take account of children's development, interests and the context of each cohort. Recurring themes of 'People who help us', 'The Seasons', 'Traditional tales', 'My memories and special times' and 'Change and growth' feed into our Curriculum in KS1 and KS2. Children learn new concepts and build on the foundations of earlier concepts so they retrieve, repeat, remember and revisit to aid transference to long-term memory. Knowledge organisers are shared with parents for each half-termly topic with home learning ideas and weekly activities.



Early independent Learning Opportunities

Learning is play-based and takes place indoors and outdoors through purposeful planned provision and high quality adult interactions. Our key persons and class teachers skilfully use language enrichment and sustained shared thinking approaches to observe, model, talk and listen, add language and vocabulary to enable children to progress to their next steps. These sessions include plenty of time to engage in exploration and follow their own interests in areas of provision with high quality resources.

All our EYFS provisions have zoned areas within the indoor and outdoor environments, which enable children to be independent, respect resources, make choices and think of their own ideas in their learning. These areas are levelled to match the development of needs and planned to ensure progression. We have high quality reading book corners, writing and mark making areas, creative, small world and construction areas, maths, malleable, sand and water areas, investigation and music areas and stimulating role-play areas.

Outside there are mud kitchens, large climbing equipment, digging and gardening areas, large construction areas, maths and loose parts areas, imaginative sheds to explore and role-play in, musical and stage areas to perform in and bikes and woodwork areas. Displays in the EYFS celebrate our children and their achievements and are stimulating resources for children to aid their learning.

Early Teacher-Led Learning Opportunities

The timetable is full and structured so that children have robust daily directed teaching in Phonics and Maths everyday with regular circle time sessions to focus on Personal, Social and Emotional development. Core book time, topic sessions and read aloud story times are planned daily.

Our weekly timetables include themed days covering all areas of learning.

Nursery: Messy Monday, Tasty Tuesday, Woodland Wednesday, Thoughts on Thursday and Story maker Friday.

Reception: Messy Mondays, Tunes and Track Tuesday, Wonders on Wednesday, Thoughts on Thursday and Forest Friday.

For example, our children develop understanding of the world through daily direct teaching of the days of the week, changes in the weather, the seasons, yearly events, everyday routines. We teach them that time passes, we all have a history and grow up, we make and keep memories and we celebrate special times. We use visual timetables, displays, photos brought in from home and artefacts for children to explore, discuss and develop key vocabulary.

Through adult led outdoor learning and core books, our children learn about people and places, positions and pathways, models, marks and maps and the weather. Technology knowledge, skills and vocabulary are taught using high quality technology resources for children to access. We use interactive whiteboards, iPad and coding equipment for children to explore the world around them and challenge children's problem solving skills. Children are taught about e-safety.

Children experience a range of scientific skills and knowledge through teacher-led activities exploring magical materials, creatures great and small, garden and forest dwellers, my body and super senses, the weather and just fascinating objects.

We follow the North Tyneside Local Education Authority Agreed Religious Education syllabus (Jan 2020). Units of work include lines of enquiry, developing knowledge and understanding of Christianity through special stories and books, celebrations and objects. E.g Let's find out about Harvest in a church and Let's hear some stories Jesus told. Children learn about the diversity of religions through special celebrations, food and buildings. E.g. Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist rupas).

Weekly music, daily singing, role-play, storytelling and art and design activities are planned and enabled in our learning environments. They are crucial to children's communication, language and personal, social and emotional development. They develop confidence in expressing themselves, playing with others, thinking of their own ideas, explaining their choices and include the joy of being creative and imaginative. We use Sing up and Charanga teaching programmes and Reception learn to play the claves and drums, alongside exploring range of instruments. Each year group has a key focus composer and musical style and artist. Basic fine motor skills in using tools, a range of materials and joining techniques are taught and refined throughout our EYFS.

Core books, rhymes and songs

We develop a language rich environment using reading at the heart of our curriculum and routines. We read aloud daily to our children. Over and Over texts, rhymes and songs in Nursery and Power of Reading core texts in Reception including stories, poetry and non-fiction are the basis of our weekly learning and topic theme. Reading for pleasure is deliberately planned for to develop a love of reading and book talk. All provisions have reading areas with a range of high quality texts and a home lending library to read aloud and for independent reading. We choose books with language play, structured, repetitive or cumulative phrases, rhythmic and rhyming structures, rich language and illustrations and ideas. We encourage children to respond to illustrations, quiz the character and freeze frame scenes in stories to develop understanding.

Language enrichment

We promote active listening in a language learning environment with language opportunities and interactions which add value and purpose. We develop social phrases and understanding of social interactions through clear routines and structures. We talk with children, modelling, scaffolding, repeating, recasting well-formed sentences and supporting children to connect ideas, extend and describe events. We ask open questions and use talk to help work out problems, organise and explain through Sustained Shared Thinking. We tune in and show a genuine interest, "Tell me more" giving our own experience, recapping and clarify ideas. We use encouragement to extend thinking and suggest or remind to develop the serve and return of conversation.

Clear vocabulary progression is planned, specifically in Literacy, Maths and Understanding the world activities. Tier two vocabulary is taught through words of the week and used in different contexts throughout the day to embed understanding.

The Launchpad for Literacy approach to identifying and teaching pre literacy skills and speech and language intervention is used as a skills framework guide to enable practitioners to support and target those children working below expectations. Skilful adult scaffolding and modelling supports learning with intervention woven into everyday practice alongside child initiated play. Children identified in Reception as having a language concern are offered the evidence based Nuffield Early Language Intervention (NELI) to develop skills in Listening comprehension, Expressive Vocabulary, Receptive vocabulary and Sentence Repetition. Children identified with communication and language difficulties e.g. speech sound changes and omissions, are supported by outside agencies (Language and Communication Team) and trained teaching assistants.



In Nursery, we follow Phase One Letters and Sounds; developing early phonological awareness, interests in sounds and the ability to 'Fred talk' (blend orally). All children in Nursery receive our highly successful Blast 1 intervention in the autumn term to develop early skills in listening to sounds, auditory discrimination and visual memory. We use the rigorous and highly successful Read, Write Inc. (RWI) programme to teach synthetic phonics starting in the summer term in Nursery, through to Reception and into KS1. Handwriting is taught as part of the RWI program. This is delivered in group times daily. Our core storybooks and home book bag books are phonetically based and match sounds know. The Read Write Inc. reading leader assesses children half-termly to identify progress, next steps and those who are not on track. Children in Reception who are working below expectations in reading receive regular Read Write Inc. one to one fast track tutoring to learn sounds and develop skills in blending sounds into words.

We include and encourage parents to read to children and develop a love of reading rhymes and storybooks together. Our Nursery has a virtual and successful library every week and hold rhymes and storybook workshops with parents throughout the year. Each library book pack has top tips, showing parents how to read and talk about books with their children effectively. Our Read Write Inc. (RWI) , reading leader runs workshops at the beginning of the Reception year to show parents how to teach sounds, support their child to blend words and listen to them read their RWI book bag book. Our school website includes supporting videos for parents, introducing them to our school's phonic scheme and we provide additional home learning packs filled with resources for home learning.

We provide a wide range of opportunities to communicate through writing and develop children's motivation to write through the stimulus of the core story of the week. In Nursery we use 'Talking table' and opportunities for mark making and expressing language through role-play 'Story-maker Fridays' and vocabulary learnt. Writing is a physical development and as such we provide pre-handwriting skills through gross motor and fine motor exercises. E.g. Write Dance, Go Noodle, Dough Disco, pre-handwriting pattern making and name writing. In Reception, in addition to the basic skills in developing handwriting, letter formation, sentence structure and punctuation during Read Write Inc., we use the Power of reading texts as the stimulus for writing for purpose, sequencing stories, book making, drama and story writing using the 'Talk for writing' approach.

Numeracy basic skills and wider maths

Little Big Maths progress drives and our school's own progress model expectations are used alongside White Rose Maths resources to plan and develop half-termly overviews of units of work. Counting, Learn its, It's Nothing New and Calculation (CLIC) starters are used as the core for daily Maths lessons to develop basic skills. Nursery maths lessons are based on Number rhymes and stories of the week and follow the Amounts and CLIC starters for group time, followed by 'Sticky Play' in continuous provision to practise and recall knowledge and skills introduced. Clear use of consistent concrete manipulatives to pictorial and then abstract model are used with opportunities to apply mathematical knowledge within the provision. Shape, space and measures are taught through units of work and in weekly 'Sticky Play' provision. Children deepen their understanding of concepts through core experiences. E.g. through cookery, outdoor learning, dice and board games, construction areas, water and sand areas, role play and PE lessons. Time is taught throughout the day and across areas of learning.

CLIC Beat That and Learn Its challenges are completed every week in Reception, consolidating basic skills taught and number facts known. When each child has scored full marks three weeks in row they are promoted up to the next CLIC level. The Big Maths tracker analyses and informs the class teacher of common misconceptions and gaps in learning to plan for future lessons. Children are grouped for adult-led directed time and targeted for intervention in provision.

Our practitioners have been highly trained in Read Write Inc., the Little Big Maths approach and NELI and BLAST training - continuously developing their professional development and understanding of early child development, effective teaching practice and high quality assessment to ensure all children make good progress. Recent CPD in EEF pedagogy research in early maths, Reading for pleasure pedagogy and Launchpad for Literacy has guided our practice.

Woodland outdoor learning

Active and healthy play

In Nursery and Reception, weekly Woodland outdoor learning broadens and deepens children's interests and knowledge of identifying and growing plants and looking after creatures in our school garden. Core Physical development gross and fine motor skills are embedded in learning to use tools and a range of natural and made materials including woodwork and clay. Climbing equipment, bikes, scooters and PE equipment are used to develop confidence in taking risks, undertaking challenges and being active and healthy.

In Nursery, weekly cookery lessons bring a wealth of learning opportunities to develop listening skills, gross and fine motor skills, understand maths concepts, promote and encourage healthy eating and learn about food from other cultures and celebrations.

Weekly hall time and outside time is used for physical education lessons and gross motor skills. Each half term focussing on core fundamental skills. E.g. Multiskills, Games, Dance, Gymnastics and Athletics.

Core experiences

Core experiences, relevant visitors and trips are mapped on our curriculum overviews to enhance teaching and learning, promote cultural capital and widen life experiences.

We will be visited by our local heroes and people who help us in the community, developing aspirations to have careers and jobs in the future. Meeting people who help us in our community, visits from local theatre companies, a specialist music teacher, specialist RE multicultural teacher, trips to farms, parks and local shops and buildings encourage our children to talk about what they have seen and use their senses. Through these experiences, our children will gain an understanding and knowledge about the expressive arts, the natural world, similarities and differences between themselves and people in their community and respect for others.

Core experiences we plan for our children by the end of Reception are linked to the areas of learning.

A local welly walk

A walk to the library

A visit to the farm

A visit to the park

A visit to St. Mark's church

A visit to a woodland and pond

A visit from the fire service

A visit from a theatre company

Personal, social and emotional well-being

Our children's well-being and personal development is embedded throughout our curriculum and interactions with supportive adults modelling and scaffolding positive behaviour. We support children to be patient, guiding their development in understanding rules and routines and regulating their behaviour. We use talking and listening to develop respect for others and encourage independence in managing their own personal needs and hygiene. Our children's individual goals and achievements are celebrated in our Thoughts for Thursday circle times and everyday routines.

Key core stories with personal, social and emotional themes are mapped each half term to support children's knowledge, understanding and skills. This follows the whole school approach to personal development using the PSHE Association Curriculum. Each term has a key strand as a focus under the headings 'Health and Well Being', 'Relationships' and 'Living in the wider world'. Relationships and sex education are explained throughout the year and specific events during the year are recognised. E.g. Mental health day and Anti-bullying week.

Assessment

Assessment supports our curriculum starting with practitioners meeting parents in transition and settling in visits. Parent's knowledge and understanding of their child is crucial and we encourage their input, engagement and dialogue with an Online Individual Learning Journal 'Tapestry' and in reading and celebration events. Parents are given an 'All About Me' booklet. This works in a respectful partnership to support children's learning at home and school.

All EYFS staff observe children in their play and activities to make on going here and now formative assessments about their progress to inform future teaching and learning. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children and staff note Leuven scales on observations to indicate a sense of their 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children.

Baseline observations of children as they settle into our provisions focus on the Prime areas and Literacy and Maths skills and knowledge. From these starting points, we can adjust our provision to suit the needs of the children and follow our curriculum progress models. Early identification of children who need temporary extra help or who may have special educational needs is important and we act quickly to respond to children's needs. We check that children are on track in half termly assessments in Literacy and Maths and provide summative data to the senior leadership team of those children on track at key points in time during the academic year. Children who are working below expectations are tracked and barriers to learning identified with notes on progress made and actions to be taken.

We report to parents formally in teacher parent interviews at key points in the year, to discuss settling in, progress and may include an exploration of a child's barriers to learning. This discussion includes how we can work together to help the child overcome these. Parents receive a written report at the end of the year. This gives a personal statement about their child's interests, characteristics of learning and goals achieved. The Two Year Old Check is completed with parents. The EYFS Profile, including attainment in the Early Learning Goals, for Reception children is completed and reported to the local authority, parents and Year one teachers so children can continue their learning journey as seamlessly as possible.

Our regular monitoring of teaching and learning includes coaching from the Early Years Lead and other subject leads. We tailor our staff CPD to be early years specific and are focused on moderating outcomes of expectations across our EYFS phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. We seek out support from outside agencies to build subject knowledge of working with children who have communication and language difficulties.

Impact (How do we know what pupils have learnt and how well they have learnt it?)

Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress so that we meet the national expectation for Good Level of Development by the end of the Reception year.

As a result of our implementation of our curriculum policy, we strive to maintain and improve our percentage of children achieving a Good level of development at the end of Reception, regardless of their backgrounds, circumstances or needs. Children, including those from disadvantaged backgrounds and SEND who have not reached expected levels, achieve best possible outcomes and their progress is good or rapid from their varied starting points.

Observation evidence in children's learning journals and in Reception, children's English, Maths and Project books support all areas of the EYFS curriculum and make formative assessments, which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

Summative assessment gives an overview of our children's attainment and progress towards national expectations at key points in the year, identifying those on track and not on track. We use guidance in Development Matters as checkpoints, our progress model expectations and for the end of year Reception, EYFS Profile against the Early Learning Goals to make robust judgements. This is tracked using the school's tracking system to ensure rates of progress are at least good for all children, including vulnerable groups, such as those with SEND, disadvantaged, EAL or summer born children. Class teachers work with the EYFS Lead, SENCo and PP Lead to analyse the information in order to take action for individual children or groups, as needed.

The impact of our curriculum is measured by assessment procedures, which allow us to measure against outcomes to be in line with all schools nationally. Our assessment judgements are moderated and validated both in school and externally with local schools and in the Local Education Authority.

Well-planned adult led programmes, independent play opportunities and targeted interventions develop engagement and motivation to learn and children who can sustain high levels of concentration and curiosity.

Children listen attentively and respond with comprehension to familiar stories, rhymes and song that develop their vocabulary and understanding of language.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into individuals who embody our core values and carry with them the basic skills, knowledge and attitudes, which will make them life-long learners for the future. This will enable our children to be Year One ready, independent and respectful, aspire to learn, be resilient and able to manage the demands of our challenging Key Stage One school curriculum.