

The Curriculum Intent and Implementation for EYFS

'Small Village, Big Horizons'

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school.

The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

Intent

The aim of our EYFS curriculum is to create a learning environment and build relationships which support, enhance and invite a child's curiosity and confidence. Our curriculum has deep and broad coverage of content and is brought to life through rich and vibrant, playful, first-hand experiences.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

At the Emmaus Federation, we are dedicated to encouraging all children to be curious, confident learners who flourish regardless of backgrounds, circumstances, or needs. We aim to work collaboratively with parents and carers to encourage independent and enthusiastic learners who thrive to reach their full potential. We are determined that all children will achieve their full potential through the provision provided. It is our intention that all children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively, and emotionally whilst also embedding positive attitudes and a love of learning.

During their time at the Emmaus Federation, all children will be exposed to a high-quality education in the EYFS that will provide them with the building blocks that will support their learning and skills in later life.

We want all children to make outstanding progress and we take into consideration children's starting points and their individual needs as they begin their learning journey. We expose children to a wide range of topics, both familiar and unfamiliar, within our curriculum which broadens their knowledge and understanding and sparks their interest and understanding of the wider world. Alongside our topics, we ensure our curriculum has flexibility and capacity to be able incorporate children's interests and individual needs. This allows us to plan effectively for children's individual next steps.

Our EYFS curriculum aims to enable our children to be:

- Competent and creative learners; who are curious about the world around them.
- Secure and confident; who enjoy coming to school and learning new skills and knowledge.

- Skillful communicators; who are exposed to a language rich environment, where they are able to connect with others through language and play.

Small Village, Big Horizons	
Examples of Curriculum Intent	
High aspirations	<ul style="list-style-type: none"> • High standards of expectations across all areas of the EYFS. • Children’s next steps are planned for and reviewed regularly to allow all children to meet their full potential. • High quality interactions between staff and children to form supportive, trusting relationship and allow children to challenge themselves in the environment. • Open-ended questioning throughout the lesson that extend knowledge and provokes thought.
Cultural experiences and Enrichment	<ul style="list-style-type: none"> • Local visits – e.g. fire station, recycling center, PCSO’s. • Forest School Provision • Local area walks. Including visits to the local shop and church. • Hands-on learning activities which provide children with purposeful learning.
Life-long love of reading	<ul style="list-style-type: none"> • High quality texts are the basis of our writing • Daily story time opportunities • Areas of learning taught through stories. • Voting system for end of the day book. • High quality texts used to enhance class displays and learning areas. • Story telling sessions (once weekly) • Nursery rhymes are an intrinsic part of the EYFS curriculum.
British Values <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Range of texts from different cultures and beliefs available within the environment. • Resources provided for all abilities • Staff and pupil voice • Team and group work • Not afraid to make mistakes in class culture • Opportunities to share ‘special news’ and understanding of listening and respecting others.

Implementation

At the Emmaus Federation we follow the Early Years Foundation Stage Framework. Our key principles in our EYFS are:

- **Unique Child** – we observe each child’s development and learning, assess progress and plan for next steps; support children to develop a positive sense of their own identity and culture, value and respect all children and families equally.
- **Positive Relationships** – we foster a sense of belonging in our classrooms, allowing the children to form positive relationships with key adults; provide consistent, clear boundaries, support, promote

and praise children's own efforts and independence and are sensitive and responsive to the child's needs, feelings and interests.

- **Enabling Environment** – we provide high-quality open-ended resources which stimulate and ignite children's imagination and learning, we provide learning opportunities through a rich learning environment with a focus on play-based learning, we support children to take risks and explore in their environment.
- **Learning and Development** – we understand children develop and learn in different ways and therefore provide a range of opportunities within our classrooms that support the children's prime and specific areas of learning.

Our EYFS curriculum, is thoughtfully planned by staff and provide learning experiences linked to the EYFS seven areas of learning and development, which are broad, balanced and progressive. We provide children with a play-based and experiential learning environment, combined with focussed teaching opportunities and basic skills, to ensure children make rapid progress before moving onto Year 1. The children are provided with ample opportunities accessible in our indoor and outdoor provision daily. The children engage in planned, focussed activities as well as self-initiated activities within our indoor and outdoor provision.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- 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 for doing things.

Staff in our EYFS classrooms make regular, informal observations of the children's learning and collaborate to ensure their next steps are met. We regularly assess where the children are using our school 'I can' statements, which have been informed by the Statutory Framework and Development Matters documentation, and use these assessments to ensure our planning, adult interaction and learning environment support children to reach their full potential.

We work closely with parents to support their child's learning and development. We actively encourage parent's to contribute to their child's learning journey, through our online platform Tapestry. We hold regular parent workshops (half-termly) to provide parents with up-to-date information on areas on learning and ways in which they can support their child at home.

We recognise the importance of transitions within the EYFS. We work closely with our feeder nurseries to ensure transition into school is strong. This includes visits to the feeder nursery setting to meet the children, key workers and SENDCo (where necessary). We host a variety of stay and play sessions for the children in the Summer term to allow them to become familiar with their new classroom and begin to build relationships with the adults they will be working with. We prepare children for their transition to Key Stage 1 through visits to their new classrooms, meeting the teacher and ensuring a detailed handover is shared with their new class teacher.

Impact

We anticipate that our curriculum will ensure that children are equipped with skills sets and knowledge which will prepare them for the future. Our children will grow to be confident, competent lifelong learners and good citizens.

We have happy and confident children transitioning into Year 1 who are showing increasing independence towards their learning and organisation. During their time in EYFS our children become fantastic role-models for others in the school and take pride in all that they do. Our children demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter a challenge.

Summative assessments are made 4 times per year and formative assessments are an integral part of our planning process. Regular moderation with the EYFS team, federated EYFS team and local agreement-trialling workshops ensure we are confident in our overall judgements. Observations via Tapestry support these judgements and parents are informed through parental meetings twice a year and when interventions are deemed necessary to support the individual child.