

Curriculum Statement for EYFS

Intent

What we aim to achieve:

Early Years education at Red Oaks means an exciting and balanced curriculum that encourages exploration and independent learning. We always put the child at the centre of the learning, making learning enjoyable and accessible to all. Teachers respond to the children and plan accordingly. Therefore, the planning is fluid and dynamic and responds to the child meaning every child is an individual and our child initiated, response-based planning aims to provide them opportunities to develop their abilities.

"Every child deserves the best possible start in life and to be supported in reaching their full potential. A child's experience in the early years has a major impact on their future learning and experiences. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

(DFE Statutory Framework for the Early Years)

Implementation

How we will achieve this:

Throughout the EYFS, children will be working towards the 17 Early Learning Goals which are included in the 7 main areas which are;

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These goals are achieved through a play-based learning approach which are embodied within 'Development Matters', which is a non-compulsory document providing the scaffolding for supporting this Early Years Foundation Stage curriculum in achieving the 17 ELG's. It is used by staff to support them to understand child development in the different Areas of Learning but not as a checklist.

Children learn through their play in both the indoor and outdoor environment led and facilitated in their learning by adults and their peers.

Impact

How do we measure the impact:

Upon entry to Nursery and Reception children are baselined to assess their starting points and at 3 further points throughout the year to assess their progress and areas for future learning.

Practitioners build up a picture of each child across the areas through observations, interactions and careful questioning. Children are not assessed against an age band. It's now accepted each child develops in different ways, so the previous use of the age bands did not fit everyone fairly. Staff now use their own knowledge of child development to decide each child's next steps and support needs and allows adults to plan to the learning and interests of the particular children in their class. At the end of the Reception year, children are then assessed against the 17 Early Learning Goals. The ELGs are not used as a test and staff use what they already know about a child to make their decisions.

The ELG's have been adapted to better match up with the National Curriculum in Year 1. This helps children to be better prepared for their move to the next Key Stage. There are no 'Exceeding' judgements as children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.