

## Reedswood Academy EYFS

### Intent

Our curriculum intent is to provide all children with access to a rich, broad and balanced curriculum which encourages them to develop a lifelong love of learning. It is designed to increase pupil's knowledge, skills and understanding as they grow and develop by providing a wealth of opportunities to immerse children in the world around them, gaining first hand learning experiences. The curriculum is creative, carefully planned and progressive with communication, language, vocabulary and reading at the core. The curriculum is planned to open the children's eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live. The curriculum respects and values parents as partners in children's learning and develops strong partnerships with families.

### Implementation

Across our EYFS we follow the Early Years Statutory Framework for the Early Years Foundation Stage which specifies the requirements for learning and development in the early years and provides Prime and Specific areas of learning we must cover in our curriculum.

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Our Tiny Two's focus on the Prime areas and ensuring that children feel safe, happy and secure and build the foundations for learning. The curriculum in Nursery and Reception is then delivered through a balance of themes, topics, children's interests, rhythms of the year and schemes of work. These are delivered through a balance of child initiated and adult led learning. Areas of need and next steps are identified for all children and incorporated into planning to ensure good progress is made.

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.

Children in our EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. Staff in the EYFS regularly observe the children's learning to ensure their next steps are met. We regularly assess where the children are using the Development Matters and then ensure our planning, adult interaction and learning environment support children to reach their next steps.

Children also regularly access our Forest School provision within the school grounds to give children the opportunity to play and learn in a woodland and natural learning environment. Forest School is an approach to learning which encourages children to experience the outdoors in a safe environment which is intertwined with the ever-changing potential and challenges which the weather and the changing seasons provide. Children discover, take risks, challenge their physical skills, learn to keep themselves safe, imagine, make friends, build or just 'be', soaking up the calming effects of the natural, green environment.

### Impact

The impact of our curriculum is measured by assessment procedures which allow us to make comparisons to schools nationally. We strive for children to reach the Early Learning Goals at the end of Reception and to reach national expectations for GLD. Reception class teachers carry out the Reception Baseline Assessments as children join Reception. Class teachers use observations to 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 compares children's attainment to age related expectations using age bands in Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged. Assessment judgements are moderated both in school and externally with local schools. The impact of our curriculum is also measured by how effectively children know and remember what they have been taught and their readiness for their next stage of learning.