



Broad Oak Community Primary School

Early Years Foundation Stage Curriculum Statement



Intent:

At Broad Oak Community Primary School, the EYFS curriculum is designed to encourage curious, independent, and happy learners. Curiosity is at the forefront of our curriculum; we aim to promote curiosity in all of our children, and we have created **curiosity curriculum goals**. These goals sit alongside our whole school FAMILY values and they intertwine to create our very own bespoke Broad Oak Early Years provision. We recognise children's prior learning and various starting points and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Every child in our Broad Oak Family is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. We invest time into helping children to recognise their personal goals, which allow them to reflect and aim high. We celebrate the differences in our school community, and always strive to promote a love for learning. We provide an exciting continuous provision both indoors and outdoors across our EYFS. The provision is enhanced with resources linked to open ended themes which intend to spark curiosity, ignite imagination and provide children with new experiences. The provision is also enhanced with exciting resources that link to children's interests and experiences. Our provision is well-balanced, it provides children with new opportunities and experiences as well as allowing them to build upon what they already know, fostering a love of learning and developing confident children. Communication and language development is extremely important to us at Broad Oak. Communication skills are carefully intertwined into everything we do. We develop language acquisition and expose children to a range of basic, advanced and intricate vocabulary. We are currently working towards achieving 'Communication Friendly Status' for our provision. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential.

Broad Oak FAMILY Values:

'The Broad Oak Family'

Here at Broad Oak, we pride ourselves on the nurturing family environment we create for our children. Reflected in this are our School Values, which we encourage our children to strive for and achieve during their time with us.

Friendship- I am caring and kind to other people.

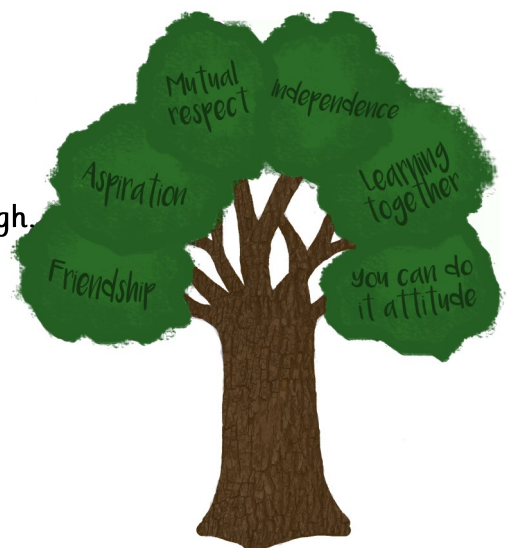
Aspiration- I aim high.

Mutual Respect- I treat everyone equally and fairly.

Independence- I think for myself and make my own decisions.

Learning together- I learn and grow as part of a team.

You can do it attitude- I never give up, even when it gets tough.



Together we make a Broad Oak **FAMILY**

Implementation:

Our Curriculum is drawn from:

- The 'Statutory Framework for the Early Years Foundation Stage' published by the Department for Education, which we use as a starting point,
- The non-statutory 'Development Matters' published by the British Association for Early Education, which we use to support assessment, tracking and planning for children's next steps.

As set out in the section above focused on Curriculum Intent, what lies at the heart of our provision is;

- I. a rigorous and systematic approach to teaching each of the 7 statutory areas of learning and development:

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

with a strong focus on the promotion of language and progress in Literacy and Maths.

- II. Children being exposed to high quality experiences, through a mix of adult focused and child initiated activities.
- III. The priority given to the development of Characteristics of Effective Learning.
- IV. Understanding of and a commitment to developing 'Cultural Capital' - '*the essential knowledge that children need to be educated citizens*' (OFSTED Inspection Handbook 2019).

At Broad Oak pupils learn mainly through PLAY in our EYFS. The weekly timetables are carefully structured so that children have a balance of child-initiated and adult-directed activities and challenges. Children are allocated a 'Key Person' in each of our Early Years settings. The key person is an important role model for the child who they can build strong relationships with.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and is planned in a cross-curricular way to enable all aspects of the children's development as well as to promote sustained, shared thinking and active learning.

Reading is at the heart of our curriculum. Children follow the highly successful Read Write Inc. programme so that they meet good outcomes for reading. In Early Years there is a high emphasis on the teaching of phonics through the teaching of the Read, Write Inc. programme, especially in reception where the children access daily sessions. These sessions offer daily reading and writing opportunities. During the summer term, Nursery children access speed sound sessions following the Read, Write Inc. programme. This gives our Nursery children a great start to their reading development. In addition to Read, Write Inc. reading is promoted in Early Years through each setting providing irresistible reading areas which encourage children to explore high quality books. Children are also encouraged to create their own stories, developing their communication and language skills. This happens using Tales Toolkit. Tales Toolkit provides a scaffold and a platform for children to create their own character, setting, problem and solution. Children enjoy performing and retelling stories across our settings.

We use the NCTEM, Mastering Number programme to inform our planning and teaching of Mathematics in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children. These include:

- Early Talk Boost
- NELI
- RWI 1-1 phonics
- Fine motor intervention
- Social skills intervention

Impact:

We aim to ensure all children progress through a balanced and creative EYFS curriculum. We strive to ensure each child makes a very good level of progress through the Early Learning Goals, from their individual starting points. All children get the best possible start to their school life and develop the knowledge and skills to reach and exceed their potential in KS1 and beyond. To check that we are achieving this, we take the following measures;

Class teachers record observations and photographs of each child whilst learning and playing. This is recorded using Tapestry online learning journal software and linked to the Early Learning Goals. In addition, evidence of activities completed are stored in individual learning journal files. These observations are used to help teachers make formative assessments and inform next steps for each child, this includes careful consideration of children with SEND. Across Early Years we also have a checklist called the St Helens Early Years Assessment Resource (STAR). This resource allows us to check the development of children we have specific concerns about and guides us to a professional for further support, allowing us to act promptly with a child who may be experiences difficulties.

Summative assessments are completed half termly to judge each child's progress in the 7 areas of learning. Their progress against the Development Matters age related expectations is tracked. This allows us to assess the impact of our teaching and decide if sufficient measures are undertaken to help specific children. This is reported to members of the SLT during pupil progress meetings.

In our Little Oaks 2 year old provision, a 2 year old progress check is completed for each child between the ages of 24 months and 36 months, this focuses on the **prime** area of learning and development. The progress check is completed by the child's key worker in the setting and consists of the following information:



- The voice of the child
- A brief overview of the child's current development in each prime area
- A breakdown of the child's individual assessment in each area of learning.
- Parental comments/views
- Actions to meet child's next step

Parents are encouraged to share their child's 2 year old progress check with their health visitor at their developmental review. This is to support the integrated approach through developing communication links between Health, Early Years and Parents.

Parents are invited to provide evidence of their child's progress of learning at home through Tapestry. Practitioners use these parental contributions to inform their assessment and planning ideas.

We strive to achieve a high standard of enriched play-based exploration alongside excellent teaching and assessment, as our children move through EYFS. Our creative and balanced provision of learning experiences enables our children to develop as happy, motivated, and independent learners.

CURIOSITY Curricular Goals:

At Broad Oak we have created a set of curricular goals to support our children to grow and develop across the EYFS.

Our curricular goals are detailed on the following pages.

CONSTRUCT
UNDERSTAND

RETELL

INDEPENDENT

OBSERVE

SING

INVENT

TALK

YOGA



CURIOSITY 

CONSTRUCT

Construct with a range of materials.

We want children to be able to construct with a range of materials by the time they leave EYFS in order to help them cooperate with each other and have the ability to complete tasks. Construction develops multiple areas of development including mathematics, physical development and sparks creativity.

Little Oaks: Children can build a tower using different materials, with a focus on a stacking technique.

Nursery: Children can choose materials construct a representation of a familiar building e.g. house/farm. Children explore strategies such as stacking and creating enclosures.

Reception: Children can construct to represent different architecture from around the world using a variety of different materials and techniques, including different ways to join materials.



UNDERSTAND

Understand and follow instructions.

Understanding and following instructions is a vital skill for our children to develop. Children need to be able to listen, respond and act upon instructions to be successful learners. Children may respond to verbal or visual instruction. Understanding and following instructions develops sequencing skills and helps children to become independent for the future.

Little Oaks: Children understand and join in with Little Oaks daily routine using visuals to aid their understanding.

Nursery: Children understand who, what, where, when and sometimes why questions. They understand an instruction that has two parts.

Reception: Children can understand and follow instructions that involve 3 or more steps including sequencing stories with a visual prompt.



RETELL

Retell and create stories.

Retelling and creating stories bring language learning alive and creates a participatory and immersive experience that allows our children to enjoy hearing the language in a dynamic, sometimes stylistic and entertaining way. Participation using key vocabulary and phrases can create an awareness of rhythm and structure.

Little Oaks: Children take part in pretend play, making up or developing a story.

Nursery: Children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day using a visual timetable. They begin to become familiar of the way stories are structured.

Reception: Children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.



INDEPENDENT

Independently get dressed.

We want our children to be independent with their self-help skills, particularly getting dressed. Becoming independent promotes confidence, self-esteem and develops concentration. All of which are vital skills for our children to become effective citizens in the future.

Little Oaks: Children can go to the toilet independently.

Nursery: Children can put their coat on independently.

Reception: Children can get dressed independently including fastening buttons and zips.



OBSERVE

Observe the world around me.

Children learn by using their senses to investigate the world around them. Through observation and investigation children learn how things work, what things do, and why things happen. Children may learn how to keep themselves safe through investigation.

Little Oaks: Children will explore the weather as it changes.

Nursery: Children will make and record observations about the lifecycle of a butterfly. They will observe beans growing and talk about the changes they can see.

Reception: Children know about their 5 senses and use them to explore the world around them. Children can talk about changes of seasons. Children know about good dental care through exploration of healthy lifestyles.



CURIOSITY 

SING

Sing and perform a song.

We believe that music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words.

Little Oaks: Children can sing some familiar nursery rhymes.

Nursery: Children can sing songs and create some actions/dance moves to music.

Reception: Children can use props to support their performance of their favourite songs.



INVENT

Invent and experiment.

At Broad Oak we believe that having an innovative mindset is crucial to succeeding in future career fields. The earlier children can begin to develop this type of adaptive thinking, the more likely this skill set will follow them into adulthood. Through inventing and experimenting children are exposed to the idea of trial and error which in turn builds resilience.

Little Oaks: Children experiment with different mark-making materials and tools.

Nursery: Children invent their own role-play ideas and experiment with ways of manipulating water.

Reception: Children will experiment with different materials and their properties and make informed choices to best suit their own inventions.



TALK

Talk about my ideas and experiences.

Speech, language and communication skills are crucial to young children's overall development. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development. At Broad Oak teaching children to become effective communicators is a high priority. Talking is at the heart of everything we do.

Little Oaks: Children will communicate their own wants/needs by using words, phrases and some sentences.

Nursery: Children will communicate with peers to share ideas whilst playing.

Reception: Children will be able to talk about their own first-hand experiences including those experienced in school.



YOGA

Yoga skills development.

Yoga helps strengthen children's growing bodies and helps them improve their flexibility, which can reduce their chance of injury. Yoga teaches discipline and reduces impulsivity. Yoga can reduce challenging behaviours in the classroom by providing a physical outlet for children to express themselves and help them to self-regulate.

Little Oaks: Children stretch their body and join in with different yoga poses.

Nursery: Children can control their breathing and begin to experiment with movements imitating some simple yoga poses.

Reception: Children imitate yoga poses, relax and accept social touch through partner positioning.



CURIOSITY 