



Pike Fold EYFS Curriculum III

Intent – Why do we teach what we teach?

Our INTENT is to nurture and enrich each individual child through playful experiences in a warm, safe and caring environment. Play is our vehicle for learning.

Each topic planned is included in the curriculum for specific reasons; building upon the prior learning of the children. We want to ensure that all children leaving the Reception Year are ready to transition smoothly into the KS1 curriculum. All the topics have resources and activities ready to use in the enhanced provision.

Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

At Pike Fold we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be happy, curious life-long learners, be successful at university and go on to be active citizens of society. Our curriculum therefore provides the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. Our children can only be successful if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Many of our children arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in the Nursery curriculum. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the children progress through EYFS, we invest time and energy into helping children achieve their own goals by aiming high and developing a love of reading, writing and number. To enable this, we deliver a well-sequenced and ambitious curriculum which maximises opportunities for meaningful learning experiences. In addition, we promote the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips and visits.

As a team we work extremely hard to create an outstanding indoor and outdoor learning environment that inspires all children to investigate, question and challenge themselves. The children can explore the different areas throughout the day and access a wide range of continuous provision opportunities incorporating sensory, physical, writing, number and creative role play activities.

We want to provide our children with opportunities to fulfil their true potential and work on reaching the Early Learning Goals at the end of the Early Years Foundation Stage.

Implementation: how we teach what we teach?

Pedagogy (how)	Curriculum (what)
Loving and caring Learning through play Understanding of how children develop and learn (Theory/approaches) Wellbeing – Happy space and positive Child centred Unique Engaging Aspirational	The child – their stage of development and interests Cover the 7 educational programmes (EYFS) Annual themes/topics (Seasons/cultural celebrations/special days/child interests)

Our ambitious Early Year's curriculum aims to teach all children the skills and knowledge enabling them to reach the seventeen **Early Learning Goals** described in the Early Years Foundation Stage.

We teach through a range of teaching methods including; child-initiated learning, whole class teaching, group teaching, investigations and problem solving together and small group teaching.

The majority of activities are play-based; however, there is also an essential need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher.

All activities are expertly modelled through quality first teaching by highly qualified teachers, and children are given sufficient time, support and resources to repeat and practise them.

The timetable is carefully structured so that children have rigorous directed teaching in Literacy, Maths and Phonics everyday with regular circle time sessions to focus on PSED. We further promote PSED through weekly certificates, lanyards and stickers. In addition to this, children also have access to weekly EAD and UTW sessions whereby each half term is broken down into an overarching theme. Children are provided with plenty of time to engage in 'learn and explore' throughout the week and have a variety of challenges carefully planned to engage, extend and allow them to apply learning in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. Reading is at the heart of our curriculum. Children follow the highly successful Little Wandle programme faithfully so that they meet good outcomes for reading. Our language rich environment ensures that children are being exposed to written language continuously and can be referred to during key adult interactions. We foster a love for reading and have chosen high quality texts for Nursery and Reception which range from traditional tales, rhyming books and stories with links to festivals to extend our pupils' vocabulary and understanding. In Nursery and Reception, Literacy is planned around our core stories, as well as children's interests and ideas. Our stimulating and accessible classroom fosters creativity, language and fine motor development through various mark-making and writing resources. Resources to support 'writing' are in all areas, including clipboards, which allow the children to take paper and pens to any areas they wish. At Pike Fold, Reception use the Master the curriculum Maths Scheme with an emphasis on developing a strong grounding in numbers to 20 so that all children develop the necessary building blocks to excel mathematically. Children learn through games and tasks using concrete

manipulatives which are then rehearsed and applied to their own learning during continuous provision. Nursery children begin to develop key mathematical skills during daily maths sessions where they explore sorting, quantities, shape, number and counting awareness. In addition to this, there are many opportunities to teach maths through our daily routines and provision. We are constantly seeking opportunities for children to think mathematically whether this is counting children in the dinner line, sharing a cake in the home corner or using the five-frame/ten-frame self-registration; wherever possible, we encourage our children to think in mathematical ways. Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential. This includes, for example, WELLCOMM or Speech and Language interventions or additional 'catch-up' provision in Maths. Staff also use rapid 'catch up' interventions for phonics and precision teach for intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Impact – how do we know what pupils have learnt and how well they have learnt it?

We aim to develop happy, kind, confident, children who are ready to move onto the next chapter in their lives with a willingness to learn. Children experience quality self-directed play alongside adult led activities, that prepares them for the transition into Year 1.

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Evidence and observations of the children's progress are expertly noted and recognised by our dedicated staff who take time to get to know each individual child. By spending time with the children, delivering and prompting quality learning throughout the day, we gain expert knowledge on children's ability and the next steps required to progress their learning.

This information is tracked through our online platform – Evidence me. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. Evidence of children's learning including observations, work samples, photographs and contributions from parents can be found here. During each assessment window, three times a year, teachers update the progress children have made onto our own Pike Fold Assessment Tracker which enables us to measure our starting points and monitor progress each term, as well as assess the impact of teaching and evaluate whether it has been enough. Our summative assessments look at children's attainment in relation to age related expectations, created using markers from the *Development Matters Frameworks*. Our assessment is moderated both internally and with other schools, including schools within our local cluster.

Our curriculum and its delivery ensures 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 and we strive for all our children to meet the national expectation for GLD at the end of the year.

The impact of our curriculum can be measured by the way in which our children are inspired and excited about their learning. We work to ensure our children develop into confident and positive

learners, who are resilient and excited by new challenges. We endeavour to ensure that our children leave the EYFS unit ready to transition, with confidence, to KS1 on their lifelong learning journey.

