



Foxbridge Primary School

Early Years Foundation Stage Curriculum Statement 2022

Foundation Stage Curriculum

At Foxbridge Primary School we provide an early year's curriculum that is designed to be engaging, challenging and fun! In Reception we follow the statutory framework for the Early Years Foundation Stage (EYFS) curriculum; it has a key focus on developing communication and language skills whilst learning through purposeful play. The EYFS curriculum consists of 4 overarching principles which we have built our curriculum on:

The unique child

Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships

Children learn to be strong and independent through **positive relationships**

Enabling environments

Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and carers.

Learning and development

Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum design ensures that children have the requisite knowledge and skills to become engaged, enthusiastic, lifelong learners. A key feature is the enhancement of vocabulary with a focus on developing language skills. We prioritise having a 'language rich' environment where stories, rhymes, poems and songs form a key part of the activities that are planned. Through quality interactions with adults, our children gain the skills they need to become confident communicators.

At Foxbridge, we understand that play is essential for a young child's wellbeing and development; throughout your child's day, there will be an effective balance of adult led and child initiated activities. Children will receive a blend of whole class, group and 1 to 1 work as appropriate.

Our curriculum makes explicit the skills and knowledge that we want our children to acquire and it has built in flexibility to enable adults to respond to the unique needs of each child. We know that children learn best when absorbed, interested and active: adults will use the interests of the children to make learning meaningful and relevant to them. Children will experience a range of enrichment activities enabling them to explore their own place in the world as well as developing an understanding of different beliefs and cultures.

Outdoor learning is another key element of our curriculum offer, giving children further opportunities to develop their skills and interests whilst being able to connect with nature. Effective continuous provision practice is central to our enabling environment both indoors

and outdoors. This supports the development of self-regulation and the characteristics of effective teaching and learning.

The characteristics of effective teaching and learning 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

Developing these skills helps to create independent and curious learners, essential attributes to enable children to make progress throughout the curriculum. The aim is that our children will reach the early learning goals by the end of the reception year and make at least good progress from their starting points.

The EYFS framework contains 7 areas of teaching and learning:

Prime areas

- Communication and language
- Physical development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding The World
- Expressive Arts and Design

To ensure the very best outcomes for our children, we have developed a clear progression of skills for each area of learning. Specific themes that will be taught are identified at the start of the year; knowledge organisers for those themes make explicit the key information that we want our children to acquire. Phonics is taught daily using a structured synthetic phonics approach.

Promoting British values within our early years curriculum

The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths

Many of these values are promoted inherently in the EYFS framework. Below are some of the ways that these values are embedded within our curriculum:

Democracy

Voting for things that happen within class e.g. which story we should read at the end of the day/ which toys to have out to play with.

Developing turn taking and collaboration.

Rule of law

Developing class rules together - teaching why these rules are important.

Assisting children in learning what is right and wrong and why, help develop an understanding of consequences.

Individual liberty

Providing opportunities for children to follow their own interests.

Help instil in children a confidence in their own ability, allow them to take their own risks.

Help children to develop their own thoughts and ideas and understand that it is ok when they differ to the opinions of others.

Mutual respect and tolerance

Developing an inclusive ethos where everybody is listened to and respected. Children will be taught about similarities and differences between themselves and others and among families, faiths, communities and cultures.

Our curriculum offer is continually reviewed to ensure that it is meeting the needs of all of our learners.

More information about the early years foundation stage curriculum can be found by following the link below

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>