

EYFS at Delta

Our Early Years Foundation Stage curriculum is based on the EYFS profile and Development Matters. We incorporate the pupil's interests through various themes ensuring that the curriculum combines learning both in and outside of the classroom.

We plan an exciting and challenging curriculum based on our children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

Learning in the EYFS framework is defined into seven areas of learning. Each area of learning is important and inter-connected. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas of Learning:

1. Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

2. Communication and Language

- Listening, Attention and Understanding
- Speaking

3. Physical Development

- Gross Motor Skills
- Fine Motor Skills

Specific Areas of Learning:

4. Literacy

- Comprehension
- Word Reading
- Writing

5. Mathematics

- Number
- Numerical Patterns

6. Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

7. Expressive Arts and Design

- Creating Materials
- Being Imaginative and Expressive

Intent

At Delta Primary School our curriculum aims to build strong Foundations in the early years of every child's life. We believe that all children deserve to be valued as an individual and we are passionate in supporting all children to achieve their full unique potential.

Our ethos is to inspire children to develop a love for learning. We ensure all children have the opportunity to develop and learn in a safe and nurturing environment, where play and learning is combined. We offer a broad, balanced, and rigorous curriculum for all our learners. Our curriculum is designed with knowledge and depth at its heart to ensure that children develop a strong vocabulary base and understanding of the world.

We aim:

- To provide a warm, stimulating, and safe environment.
- To prioritise each individual child's learning need.
- To encourage and support every child in reaching their full potential.
- For high – quality care and education.
- For a broad, well balanced and in-depth inclusive curriculum.
- To identify starting points through effective assessment
- To support children in their development
- To develop a strong partnership with parents.
- To enable children to develop characteristics of effective learning, which will enable them to become independent, and resilient learners.

Implementation

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured and well balanced to provide a stimulating and engaging environment in all areas of learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Reading lies at the heart of our curriculum. We prioritise creating a language rich environment through the use of songs stories, nursery rhymes and providing time for quality interaction between children and adults. Children are encouraged to become early readers through enjoyment of books and systematic teaching of phonics.

We follow the Maths Mastery approach 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. These early 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.

Our inclusive approach means that all children learn together but we have additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children through our adaptive teaching and learning provisions.

Our regular monitoring of teaching and learning includes coaching and feedback from senior leaders so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff professional development to be early years specific and are focused on moderating outcomes across the trust so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning.

Impact

Our curriculum is designed 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 progress by class and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Evidence of children's learning is recorded on Tapestry.