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| C:\Users\LizzieLethbridge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FBE5A438.tmp**Diptford C of E Primary**  **EYFS Curriculum Statement** |
| In Link Academy Trust schools, we want our children to be resilient learners; confident to explore their environment, self-motivated to build on their learning and overcome challenges and barriers to their learning as they arise. The development of communication and language underpins our curriculum design and empowers children to use rich and varied language to communicate effectively and interact with others. We foster and develop children’s curiosity by providing broad and balanced educational opportunities to support the developing needs and interests of each child, thus enabling every child to reach their full potential.  The Characteristics of Effective Teaching and Learning are at the heart of our practice and enable the children in our schools to develop their exploration skills, resilience, perseverance, creativity, pride in their learning and the ability to think critically about their learning. In order to support child development, we consider the ‘whole child’ and that each and every child is unique. Teachers and support staff know how children learn and develop and provide rich, playful learning opportunities that are tailor made to the children’s needs in our settings.  Early years is the foundation to give children the opportunity to learn together and flourish. |
| Intent |
| At Diptford C of E Primary School, our intent is that every opportunity for learning is seized and everything is a learning opportunity.  We are passionate about child-lead learning and intend that it leads the way until the moment is right for adults to intervene, support and extend. We have a commitment to personalised learning and we integrate flexibility into our approach to enable us to respond in the moment, to the moment. This is underpinned by our exciting curriculum which inspires a love of learning, curiosity and our natural world, and facilitates excellent progress towards the Early Learning Goals. Pupil voice and reciprocal listening is central to the caring nature of our setting and part of our success; pupils are heard and valued. Strong relationships are fundamental, and we seek to know our children and their families deeply. We intend that these relationships foster trust and enable our pupils to take risks within safe and secure boundaries that they are involved in deciding. This leads the way to successful transition and preparation for their next stages, including learning about our school values and becoming part of life beyond Early Years, across our primary setting. As a team, we intend to inspire lead the way. We want our passion and expertise to be noticed and shared.  By being the best that we can all be, we shine brightly making our world a better place.  Let Your Light Shine! |
| **Implementation** |
| At Diptford we follow the EYFS curriculum (Development Matters) and ensure that the learning opportunities and experiences we provide are clearly linked to both the **Prime** (Personal, Social and Emotional Development, Communication and Language and Physical Development) and **Specific** (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) areas of learning.  Learning is presented through child-initiated, adult-led, authentic play where children explore and are engaged in their learning.  At Diptford we use the following approaches and ideas;   * reading aloud and telling stories to children * Encouraging children to sing songs and nursery rhymes, and play musical games. * Balance between child initiated and directed learning – encouraging independence where appropriate * Individual targets and key worker groups * Diverse and rich opportunities from which they can learn and develop a range of transferable skills**.** * Cross curricular links * Inclusive environment within engaging and challenging provision * Inside and outside learning which promotes play and curiosity   Tapestry offers both parents and teachers a way to communicate and share information about children’s learning, achievements and news both in and out of school which captures special moments in the learning journey of every child. |
| **Impact** |
| We strive to ensure that all our children make good or better progress during their time in Early Years.  Our curriculum is planned to meet the needs of all our children in and inclusive environment.  Information is collated from baseline assessments and monitoring which takes place throughout the year.  Parental engagement is encouraged so they can contribute to the learning journey of their child.  During the children’s time at Diptford School they are encouraged to be the very best version of themselves.  To make well rounded learners through a variety of experiences we plan trips, a varied curriculum which takes place both in and out of the classroom which allows children to have engaging first-hand learning experiences.  We strive for children to develop;   * Emotional resilience * Self-awareness * Strong communication skills * Respect, honesty and kindness |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **Communication and Language**  Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.  **3 -4 years**  Children will be learning to:   * Use a wider range of vocabulary. * a question or instruction that has two parts, such as: “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story * Develop their communication. * Develop their pronunciation. * Use longer sentences of four to six words. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play:   **Reception**  Children will be learning to:   * Understand how to listen carefully and why listening is important. * Learn new vocabulary and use it through the day. * Ask questions to find out more and to check they understand what has been said to them. * Articulate their ideas and thoughts in well-formed sentences. * Connect one idea or action to another using a range of connectives. * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Describe events in some detail. * Develop social phrases. * Engage in story times. * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Use new vocabulary in different contexts. * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| **The Characteristics of Effective Learning** |
| Staff use their knowledge of the Characteristics of Effective Learning to ensure that they plan appropriate activities and organise their provision in a way that demonstrates a clear understanding of the way in which our children are motivated to learn.  The characteristics of effective learning are:  **Playing and exploring**  Children will be learning to:   * Realise that their actions have an effect on the world, so they want to keep repeating them. * Plan and think ahead about how they will explore or play with objects. * Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. * Make independent choices. * Bring their own interests and fascinations into early years settings. This helps them to develop their learning. * Respond to new experiences that you bring to their attention.   **Active learning**  Children will be learning to:   * Participate in routines. * Begin to predict sequences because they know routines. * Show goal-directed behaviour. * Begin to correct their mistakes themselves. * Keep trying when things are difficult.   **Creating and thinking critically**  Children will be learning to:   * Take part in simple pretend play. * Sort materials. * Review their progress as they try to achieve a goal. * Solve real problems. * Use pretend play to think beyond the ‘here and now’ and to understand another perspective. * Know more and feel confident about coming up with their own ideas. * Making links. * Concentrating on achieving something that’s important to them. * Control attention and ignore distractions. |
| **EYFS Curriculum** |
| We use the EYFS statutory framework educational programmes, supported by Development Matters, to design our curriculum. We ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime and Specific areas of learning.  These areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.  **Prime Areas:**  Physical Development – movement and handling/health and self-care  Personal, Social, Emotional development - making relationships/self-confidence/self-awareness/managing feelings and behaviour  Communication and Language – listening and attention/understanding/speaking  **Specific Areas:**  Literacy – reading/writing  Maths – numbers/shape and space  Understanding the World – people and communities/the world/technology  Expressive art and design – exploring and using materials and media/being imaginative |
| **The Early Learning Goals** |
| The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child’s individual level of development in relation to each of the ELGs.  **Communication and Language**  **ELG: Listening, Attention and Understanding**  Children at the expected level of development will:   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. * Make comments about what they have heard and ask questions to clarify their understanding. * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.   **ELG: Speaking**  Children at the expected level of development will:   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.   **Personal, Social and Emotional Development**  **ELG: Self-Regulation**  Children at the expected level of development will:   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.   **ELG: Managing Self**  Children at the expected level of development will:   * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.   **ELG: Building Relationships**  Children at the expected level of development will:   * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and to others’ needs.   **Physical Development**  **ELG: Gross Motor Skills**  Children at the expected level of development will:   * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   **ELG: Fine Motor Skills**  Children at the expected level of development will:   * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing.   **Literacy**  **ELG: Comprehension**  Children at the expected level of development will:   * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. * Anticipate – where appropriate – key events in stories. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.   **ELG: Word Reading**  Children at the expected level of development will:   * Say a sound for each letter in the alphabet and at least 10 digraphs. * Read words consistent with their phonic knowledge by sound-blending. * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.   **ELG: Writing**  Children at the expected level of development will:   * Write recognisable letters, most of which are correctly formed. * Spell words by identifying sounds in them and representing the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others.   **Mathematics**  **ELG: Number**  Children at the expected level of development will:   * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5. * Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.   **ELG: Numerical Patterns**  Children at the expected level of development will:   * Verbally count beyond 20, recognising the pattern of the counting system. * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.   **Understanding the World**  **ELG: Past and Present**  Children at the expected level of development will:   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling.   **ELG: People, Culture and Communities**  Children at the expected level of development will:   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.   **ELG: The Natural World**  Children at the expected level of development will:   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   **Expressive Arts and Design**  **ELG: Creating with Materials**  Children at the expected level of development will:   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories.   **ELG: Being Imaginative and Expressive**  Children at the expected level of development will:   * Invent, adapt and recount narratives and stories with peers and their teacher. * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
| **Our personalised approach** |
| At Diptford, our Reception children merge with our Pre-School children for continuous provision throughout the day. We have designed the timetable so that Reception children spend parts of the day in both Robins class (R/Y1/Y2) and in Little Dippers (Pre-School). This helps to build relationships between all ages of Foundation Stage children. It also ensures that the Reception children, as well as enjoying the learning opportunities in our dedicated EYFS classroom and outside space, also receive short direct teaching inputs with their Reception class teacher as well as from our experienced Robins class (R/Y1/Y2) Teaching Assistant and by the dedicated EYFS staff from Little Dippers (Pre-School).  **Continuous provision**  Play is at the heart of learning within the EYFS at Diptford. Specific activities are planned for based on interests, assessments and progression opportunities. The characteristics of effective learning are central everything we do. Through them, we enable the children in our school to develop their exploration skills, their resilience, their perseverance, their pride in the effort they have put into their learning and their ability to be creative and to think critically about their learning. Learning is carefully planned to provide educational opportunities to support the developing needs of each child. We plan around the children’s interests to create a broad, balanced and inclusive learning experience for all children.  **Phonics**  From Pre-School through to KS1 we follow the Bug Club phonics scheme of work. This scheme allows us to share games, sessions and books online to support reading and writing at home.  **Oracy and vocabulary**  Children’s language is enriched through story times and activities throughout the day. We provide Oracy sessions during the week to explore language and conversation. We have a rolling program for suggested texts in the Early years.  **Maths**  We follow the suggested coverage from White Rose for Reception Maths and the supporting coverage for Pre-School Maths from Master the Curriculum, where each half term has a different focus, and the learning environment is planned accordingly to allow children to apply their knowledge and skills from their group sessions into their games and wider activities.  **Tapestry**  Tapestry is used to communicate with family and share their child’s learning. ‘Wow’ moments from home and school are captured and celebrated.  **PE**  Reception children are taught discreet Physical Education sessions by Mr Matt Tanner every week, and the environment is planned to provide multiple opportunities for Physical Development including both fine and gross motor activities.  **Experiential – outdoors, forest school and school trips**  We foster and develop children's curiosity of the natural world through the frequent use of and continuous access to school grounds and the local area through activities in our outdoor learning sessions. This will enable them to make sense of their physical world. We value experiences that consider the 'whole' child and want children to develop their own uniqueness. Educational trips in the EYFS are planned and designed to provide opportunities and experiences in ‘real’ situations and are designed to reinforce class-based learning. Trips are planned to explore world views, other cultures and expand and appreciate the value of learning.  **Community and Church**  Our curriculums are developed to nurture the children's home and cultural experiences bringing their family into their learning journey. As the children learn about themselves and their wider community, we actively participate within the local community and whole school events as the children explore their identity and develop a sense of belonging. |
| **In order to assess impact - a guide** |
| **Assessment**   * Baseline – A baseline assessment is carried out within the first six weeks for pupils in Reception as an on-entry assessment of pupil attainment. * Summative and formative assessment - formative assessment is based on observations of the children in action, both in self-chosen play and planned activities, summative assessment provides a summary of the child's learning and development at a point in time. * Tapestry – an online *journal* to help record learning and fun of children's early years education. * Phonics assessments – ongoing assessments throughout Reception. * EYFSP – The summative ‘best fit’ judgement against the ELG’s at the end of the Reception year. |