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EYFS Curriculum Policy

Date reviewed: January 2025

Next review due: January 2026

Early Years Foundation Stage (EYFS) Curriculum Policy

1. Introduction This policy outlines the principles and structure of the Early Years Foundation Stage (EYFS) curriculum in our school. It provides a framework for delivering high-quality learning experiences for children aged 3 to 5 years in line with the statutory EYFS framework.

2. Aims and Objectives

- To provide a safe, nurturing and stimulating environment that promotes learning and development.
- To ensure children develop essential skills, knowledge, and attitudes for future learning.
- To support the unique needs of each child through a child-centred approach.
- To foster strong partnerships with parents and carers.

3. EYFS Framework

Our curriculum is guided by the statutory EYFS framework and follows the four guiding principles:

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/or carers.

Learning and Development

Children develop and learning 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) and those with an Education Health Care Plan (EHC).

4. Areas of Learning and Development

The EYFS curriculum covers seven areas of learning:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development

Specific Areas:

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

5. Teaching and Learning Approach

- A balance of child-initiated and adult-led activities.
- Play-based learning as the foundation of development.
- Observations and assessments to inform planning.
- A focus on language development and early literacy and numeracy skills.
- Outdoor learning opportunities to encourage physical development and exploration.

It is important to remember that children do not conform neatly into a progression of learning. Some will reach the Early Learning Goals more quickly and some will take a little longer. The Early Learning Goals are in line with national curriculum expectations in Literacy and Numeracy, which ensures a smooth transition to Key Stage 1.

6. Learning Through Play

Children learn through play with enjoyment and challenge. In playing they behave in different ways; sometimes their play will be boisterous, sometimes their play will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. In the Early Years, activities are planned to support children's learning through play. Emphasis on the individual is paramount. Teaching and learning will start at a place most appropriate to the needs of each individual child.

7. Assessment and Monitoring

- Ongoing observational assessments are used to track progress.
- A Reception Baseline Assessment is completed where applicable.
- The EYFS Profile is completed at the end of Reception to assess development against Early Learning Goals (ELGs).

- Regular communication with parents through Microsoft Teams, email, telephone conversations, face to face meetings when necessary, formal parent meetings, written reports.

8. Inclusion and Equal Opportunities

- Our curriculum is inclusive and accessible to all children, including those with Special Educational Needs and Disabilities (SEND).
- We celebrate diversity and promote equality in all aspects of learning.
- Information and advice is sought from our Head Teacher, Deputy Head Teachers and outside agencies, for example speech and language therapists.

9. More Able Pupils

- Children who require enrichment and extension are encouraged to work at a higher level which is appropriate to their needs.

10. Safeguarding and Welfare Requirements

- We adhere to all safeguarding policies and ensure a safe learning environment.
- All staff are trained in child protection and first aid.
- We promote children's well-being, health, and emotional security.
- Also see EYFS Healthy Lifestyle Policy.

11. Partnership with Parents and Carers

- Parents are key partners in children's learning.
- We provide regular updates, workshops, and opportunities for parental involvement.
- We actively encourage parents to contribute to their child's learning journey by uploading observations on to Tapestry, Teams and via the parental contribution forms sent out in the Autumn and Summer term.