



EYFS Mission Statement

At DSJ, children are at the heart of everything we do. Child-initiated learning is interwoven with purposeful adult interactions to promote learning through play. Our Early Years environment encourages collaboration and places a strong emphasis on oracy.

Our school vision, *"Preparing for life's big adventures,"* underpins the culture and ethos of our Early Years provision. We are passionate about ensuring that every child is happy, confident, and kind, with a genuine love for learning.

We aim for all children to develop holistically, nurturing a positive attitude towards school and learning. Through an engaging, play-based curriculum, we maximise opportunities for oracy within both child-led and adult-guided experiences, supported by warm and skilful adult interactions.

All learning at DSJ is purposeful and meaningful, making full use of both our indoor and outdoor environments. We believe that our EYFS provides the solid foundations on which children continue to build throughout their school journey and beyond.

EYFS Curriculum aims at dsj

Intent:

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at DSJ, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy.

At DSJ, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that

maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the child's academic year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into their next year group.

Our EYFS curriculum aims to enable our children to be:

- Skilful communicators, who connect with others through language and play, ensuring that they play and learn in a language rich environment.
- Competent and creative learners, who are curious about the world around them.
- Secure and confident, who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Implementation:

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have both direct teaching during the day as well as developing their own thoughts and ideas through child initiated play. The timetable changes throughout the year to take into consideration the changing needs of the children. Teaching sessions take place every day and are carried out by small, focused group work. This means the teaching staff can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new 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.

Literacy:

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we have carefully chosen core texts each half term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books are embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Phonics:

We follow the Read Write Inc programme to ensure consistency across the school. In Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Set 1. The emphasis

during Phase 1 is to get children attuned (auditory discrimination) to the sounds around them and ready to begin developing oral blending and segmenting skills, prior to GPC. We use Launchpad for Literacy to develop and plan activities for both F1 and F2 children to practice their skills in specific taught sessions and to use in their independent learning time.

In Reception, children are introduced firstly to Set 1 RWI sounds and begin reading words and books, which they then quickly progress onto Set 2 where they further develop GPC and segmenting and blending skills to decode words. During the Summer term, children may move on to Set 3 if they are ready.

Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge for them to apply their learning with the aim of becoming successful, confident, fluent and accurate readers.

Mathematics:

In Reception, we follow the White Rose Maths Scheme of work which is divided into 3 weekly units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and

tasks using concrete manipulatives and pictorial structures and representations which are applied and recorded within their own child-led exploration. Children in Reception have daily, maths to develop fluency, revisit key concepts and address misconceptions.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on developing the children's 'Number sense' through sorting, comparing and noticing objects on a daily basis. This develops into understanding quantities and exploring them. They learn the 'rules' of the number system, position and number names and symbols (ordinality). This deep understanding can be extended further into partitioning numbers, place value and early algebra.

Wider Curriculum:

Our wider curriculum is taught through the learning areas; 'Physical Development', 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, designing a home for a mini-beast / animal to hibernate in or building a waterway to transport boats along.

Building further on our oracy focus, children are encouraged to employ subject specific language and terminology and such vocabulary will be modelled by supporting practitioners.

Impact:

Our curriculum aims to meet the needs of all our children, including our disadvantaged pupils and those with SEND, therefore 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, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked which enables us to measure our starting points against a national data set. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the

progress children have made which allows us to assess the impact of teaching and evaluate this. Evidence of children's learning including observations, work samples, photographs etc are kept on our 'learning journey wall' whereby parents can see their children's learning comment on it, contribute to it and receive all this at the end of their time in EYFS.

We use Class Dojo to communicate with parents/carers and inform them of any changes to timetable, events, learning opportunities and to update them with progression on their children's learning and development as well as to celebrate achievements and learning milestones.

Our curriculum and its delivery ensure that all children make good or outstanding progress from their starting point. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.