



## Millhouse Primary School EYFS Curriculum

### **Intent**

At Millhouse Primary School we believe that all children deserve an education rich in wonder and memorable experiences that allow children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.


We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is based.

It is our intention to provide children with a stimulating, well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning.

### **Implementation**

At Millhouse Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

The Development Matters document, along with the Foundation Stage Statutory Framework and Early Learning Goals, set out expectations for children in the Foundation Stage. Our curriculum is planned and implemented using these documents and using a cross curricular thematic approach. We also take account of children's interests to enhance the curriculum. This approach we feel gives children the opportunities to apply the knowledge and skills they have learned across all curriculum areas. Lessons are coherently planned and sequenced to make sure learning is ambitious for all pupils. Lessons often begin with whole class teacher input, followed by a mixture of adult led activities and enhanced provision. We also encourage and value child initiated play and learning through continuous provision, which uses both indoor and outdoor areas. Emphasis is put on reading, phonics, writing and maths to develop early skills which will be essential for children to use to further their learning throughout the rest of the school, although we do pride ourselves on providing a rich and varied curriculum and range of experiences. We value the three prime areas and four specific areas of learning equally and know that children need to secure their development in the prime areas before they can fully explore the specific areas. Pupils with specific needs are identified early through close liaison with nurseries and parents. This results in appropriate interventions being put into place.



We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. We know that children need to develop a love of reading and stories early on and that they can also learn about the world around them through high-quality texts. This is at the heart of all of our learning. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics.

Children have daily opportunities to access the outdoor environment, where their learning continues across all areas of the curriculum and they are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities. They also access the school playground, field and adventure playground at playtimes and lunch times, which enables them to increase their levels of physical activity as well as integrate with older children within the school and use the natural environment to further their learning and development.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school.

Throughout Reception, as part of the learning and teaching process, children will be assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. End of year assessments are finalised during the summer term, summarising each child's development at that point against the Early Learning Goals.

### **Impact**

Our curriculum and its delivery ensure that children, from their own starting points, make very good progress. During their time with us, children make rapid progress towards the national expectation for a Good Level of Development at the end of the year. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched curriculum, quality first teaching and the rigour of assessment.

Children will be actively engaged in learning. All children will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through educational visits and hands on experiences – increasing their Cultural Capital. Children will be successful learners and fully prepared for the next stage of their education as they transition to Year One. Children will also develop tolerance, compassion and an understanding of their rights and the rights of others. Children at Millhouse will be well-rounded, happy, inquisitive and successful learners.