



# EYFS

# Curriculum

---

## Intent:

At Copnor Primary School, we believe that the Early Years Foundation Stage is vital in securing foundations that children are going to continue to build upon throughout their lives. The children who enter our Reception year develop a positive attitude to school and learning. We work in close partnership with parents, carers and other settings to ensure a positive start at Copnor Primary School, ensuring each child can aspire and achieve to reach their full potential from their differing starting points.

At Copnor Primary School we strive to provide our children with an engaging and exciting curriculum which meets as well as embraces the needs and interests of individuals from different starting points. Our curriculum recognises children's prior learning and experiences from previous settings and at home.

## We aim to:

- Work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- Provide an exciting curriculum that offers all children a wide range of opportunities to broaden their experiences by trying new things and enjoy a challenge.
- Provide an engaging curriculum that maximises opportunities for linked learning experiences which is led by the children's interests and needs.
- Provide high expectations to encourage children to develop resilience and problem-solving skills
- Provide an engaging learning environment that supports and challenges children to aspire and achieve to reach their full potential
- Provide purposeful, enticing and well-planned indoor and outdoor environments which supports learning in all areas of the curriculum.
- Provide an enabling environment of empathy and support with skilful adult interactions to guide the children in their learning in all areas of the curriculum.
- Focus on children's positive mental health by providing opportunities to talk about emotions and managing them
- Develop children's personal and social skills to enable them to effectively communicate their needs and work collaboratively with others
- Provide periods of child-led learning opportunities through play which follow the children's interests
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

- Maximise opportunities to develop children's sense of well-being and ability to understand emotions so that they feel confident in our community and are equipped to transition into Year 1 effectively

### **Implementation:**

At Copnor Primary School, in our Reception year, we meet the requirements stated in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of our children and recognise that children learn most effectively when they are happy, safe, healthy, when their individual needs are met and when they have positive relationships with the adults who care for them. The framework specifies the requirement for learning and development in prime and specific areas.

Our curriculum is child-centred and based upon broadening children's experiences through topics which engage them. We encourage the characteristics of effective teaching and learning, play and exploring; active learning and; creating and thinking critically to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of learning.

Prime areas of learning:

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

Specific areas of learning:

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

Children's personal, social and emotional development is the initial focus of the curriculum when the children start at Copnor Primary School. We focus on providing children with opportunities to discuss emotions and how to address these to create independent and confident children who are happy and secure and therefore prepared to be successful in other areas of learning. We ensure children feel safe by creating positive relationships with staff who encourage discussion and well as support for children to create and maintain friendships. Our first half-term topic is based on transition into Copnor Primary School and establishing school routines which allows the children to settle into school and begin to develop positive relationships with peers and adults.

Each half-term, teaching staff introduce a new topic to provide inspiration for learning whilst providing the flexibility for children to follow their own interests. Children learn through a balance of child-initiated, adult-led and adult-directed activities. The EYFS timetable is carefully structured so that the children have direct teaching of phonics, maths and theme during the day. Throughout the year, the timetable changes to consider the adapting needs of the children. Following direct teaching, children are provided with time to engage in 'discovery time' through a variety of planned experiences to engage and challenge them in both the indoor and outdoor classrooms. Equal importance is given to learning in both areas, with the

outside classroom still being used in adverse weathers (when safe to do so). During 'discovery time' adults either lead activities for children to engage in and provide support and challenge or, where deemed appropriate, join the children in their play to move their learning forwards. When teachers deem it appropriate, 'discovery days' are planned for. This involves adults directing children to complete a range of activities linked to a particular topic or skill. The children 'carousel' around activities led by adults and, depending on the purpose of the 'discovery day' are grouped socially or academically to enhance their learning experience. 'Discovery day' activities as well as activities or tasks modelled by teachers during direct teaching, are left for the children to access during 'discovery time'.

## **Reading**

Reading is at the centre of our curriculum and our aim is to instil a love of reading in our children from their first experiences at Copnor Primary School. At Copnor Primary School, we have a focus on early language and literacy skills. Our school is determined that every pupil will learn to read, regardless of their background, needs or abilities. We aim for all children in our EYFS to experience a whole-class story time at least daily. This involves adults reading selected stories to the children, modelled positive reading behaviours and discussing the content and vocabulary with the children. This 'story time' is planned by teachers, choosing books which relate to the theme learning as well as a range of text types (including poems, rhymes, non-fiction and fiction books) to develop a love of reading, vocabulary and comprehension.

In addition to 'story time', all children in EYFS are read with at least once per week with a member of EYFS staff. This may be 1:1 but may also be in small groups or as part of phonics lessons. In this time, the child reads their phonetically decodable book to an adult. The adult will support the child with segmenting and blending, where appropriate and verbally discuss the story, asking the child some comprehension questions about the text. Children who have been identified as weaker readers, will read at least once weekly with a teacher and at least once more with a member of EYFS staff.

All children are encouraged to read regularly at home as well as being listened to in school. They are given books to take home that are matched to their phonics knowledge which allows them to apply their phonics learning. They then read this book again, at least once, with an adult in school to develop their reading fluency. In addition to their phonetically decodable book, children also choose a library book. This book may be outside their phonics knowledge but aims to develop reading for pleasure and vocabulary as adults can read them to the child at home.

To challenge our most-able readers and ensure that they are still progressing in their reading skills, guided-reading groups are planned for and led by teachers. This is for children who have been identified as fluent readers and their next step is reading comprehension. The focus of this group is to run similarly to a Year 1 guided reading session. Not only does this prepare these children for Year 1 expectations, it also allows a focus on comprehension. This is cohort specific and will only be completed if assessment deems that children are ready. Dependent on children's needs, this will be timetabled flexibly each year.

## **Phonics**

Copnor Primary School follows Essential Letters and Sounds (ELS) phonics programme. Every child has access to a taught phonics session every day with intervention opportunities for those who have been identified as struggling that day. Once the children have settled into their first couple of weeks at Copnor Primary School, we start daily phonics lessons. We start by introducing the children to phase 2 and 3 where they develop phoneme-grapheme correspondence, segmenting and blending skills to decode words. The daily ELS sessions allow children to learn graphemes and hard to read and spell words. Part of the ELS phonics lessons also include handwriting. We teach pre-cursive and then cursive handwriting as appropriate over the year.

## **Writing**

At Copnor Primary School, the children's writing journey starts with encouraging mark making. At the start of the year, a variety of opportunities are provided to allow children to mark make in different ways. We know that children are not going to become proficient writers unless they have developed both gross and fine motor skills. We provide children with opportunities to develop their core muscles to support them to be ready to write by ensuring our learning environment allows children to jump, climb, ride bikes and scooters and run. We also provide opportunities to develop children's fine motor skills. When we first start learning to write, all children at Copnor start with writing on a large scale - using chalks on the playground or drawing in the sand – before starting to write on paper. When children are ready, they begin writing in a more formal way by sitting at desks and writing on paper. Throughout teaching our thematic and phonics sessions, teachers model writing daily.

## **Maths**

Our high quality learning environment in both the inside and outside classrooms as well as meaningful interactions with adults, support children to develop mathematical vocabulary, thinking and discussion. Children have the opportunity to access daily mathematics direct teaching in addition to planned activities in 'discovery time' to develop their mathematical skills in different contexts. The daily directed session develop fluency, revisit key concepts and address misconceptions which are informed daily assessment of the children's needs. In line with the rest of the school, we focus on the CPA approach. Children learn mathematical concepts through concrete manipulatives, pictorial structures and representations which are then applied in their child-led learning. We aim to give children a wide mathematical knowledge of basic mathematical skills of counting, 1:1 correspondence and a secure understanding of numbers up to ten including recognising numerals and comparing amounts.

## **Wider Curriculum**

Our wider curriculum at Copnor Primary School is taught through the learning areas, 'understanding the world and expressive arts and design' but is underpinned by the three prime areas of learning. Purposeful, engaging and contextual activities and resources are planned to build on children's curiosity. Children are encouraged to use subject-specific vocabulary which is modelled and then extended by EYFS staff. Our inclusive approach mean that all children learn together but are supported or challenged to allow them to be successful at their level. This support or challenge level is provided through adult support in activities, purposeful choice of resources or individual or small group interventions, led by teachers where possible and appropriate. These interventions support children to develop skills across

the curriculum and included sessions for developing speech and language, social skills, fine motor skills, phonics, mathematics are planned with the children's individual needs in mind.

To support our curriculum, we provide opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents and carers informed and meet regularly with them to ensure children's transition into and through Copnor Primary School is happy and allows them to reach their full potential. This includes inspire afternoons, nursery and home visits, parent workshops, sharing in-school learning on Tapestry, reports, parent evenings and frequent and informal communication on pick-up and drop-off.

At Copnor Primary School, we support the transition into Key Stage 1 for both child and parents. We prepare children for moving to Year 1 with comprehensive hand-over to new teachers, meeting new teacher and moving on activities. These aim to support transition for all children.

**Impact:**

At Copnor, we strive to ensure that our children leave the EYFS happy and secure with a love of and positive attitude towards learning. We aim for all children to have gained knowledge and skills to enable them access the Year 1 curriculum and have built resilience to enable them to continue to solve problems and be successful learners.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also aim for children to reach the Early Learning Goals at the end of Reception. Evidence in children's learning journeys support all areas of the EYFS curriculum. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.