

## Early Years Foundation Stage Curriculum Overview: Intent, Implementation and Impact

### Intent

At Chilton, we aim to provide a curriculum that breaks cycles of disadvantage, opens horizons for all and levels the playing field. Our curriculum supports the development of the whole child, leading to kind and respectful children who are confident, resilient and curious life-long learners. We provide children with a safe learning environment, where highly skilled practitioners support the children to form strong and secure relationships. This leads to children who feel valued and are comfortable to take risks with their learning.

Our curriculum ensures children have strong foundations in all areas of learning; giving them the academic skills, emotional awareness and moral purpose they need to become valuable members of our local community. Our school values, of respect, equality courage and kindness, provide the cornerstone of our children's personal, social and emotional development and are embedded throughout our curriculum. The children are taught about 'The Chilton Way' from day one, leading to the development of effective learning behaviours that continue throughout the school.

At Chilton, we recognise the huge importance that Oracy plays in children's future success both academically and socially. Language and communication, alongside high quality phonics and early reading are the heart of our curriculum. High quality, warm interactions, enabling environments and our relentless dedication to effective provision ensure that no child is left behind.

Our curriculum is balanced and well thought out, allowing for the children to sequentially build up the component knowledge and skills they need, and also make room for spontaneous learning led by the child's own wants, needs and interests. We start from what the children know, using our strong relationships with parents and carers to ensure we know all we can about each child before they embark on their learning journey with us. We aim to provide creative and memorable learning experiences that lead to high levels of engagement from all.

By the end of the Reception year, our intent is to ensure that all children make better than expected progress from their starting points and are equipped with the skills and knowledge they need to have a smooth transition into Year 1.

Our curriculum aims are:

- To ensure that all children maximise their potential
- To ensure our values are a cornerstone of our curriculum and community
- To ensure every child is a speaker
- To instil a love of reading
- To develop confident, independent and curious learners

### Implementation

The 'Statutory framework for the early years foundation stage' and 'Development Matters' have been used as a planning framework to structure the build-up of skills and knowledge progressively throughout the Reception year at Chilton. From this, teachers will design medium term plans, which will guide the children's learning journey. When planning teachers will take into account their knowledge of the children, the children's interests

and their next steps. Skeletal medium term plans have been created by the EYFS team at Chilton however, as young children's learning is often driven by their interests, plans will remain extremely flexible.

There are seven areas of learning and development, which shape the education and experiences for children in Reception.

The first three, known as prime areas, are particularly important for building a foundation for igniting children's curiosity and enthusiasm and learning, forming relationships and thriving.

### **Communication and Language**

The development of spoken language underpins all seven areas of learning in the EYFS. The importance of language development is widely acknowledged and is a key indicator of future success in life, academically, emotionally and socially. It is vitally important that we provide children with a language rich environment, in which they can develop their listening and attention, receptive and expressive language skills. We also recognise that it is vital that we provide early intervention for any children entering reception with any speech and language delay. At Chilton, we provide a language rich curriculum in a number of ways. Firstly, our environment is word and book rich, we read with and to the children frequently. We engage them in stories, rhymes, poems, songs, non-fiction and we set up our environment in a way that gives them opportunity to embed these new words in a variety of contexts. Secondly, we have highly skilled staff in our classrooms. Our reception team have staff trained in both Talk Boost and the Nuffield Early Language Program. Our staff also receive regular training to ensure high quality interactions and conversations happen, with adults commenting and echoing back what children are doing reinforcing and adding new vocabulary. Additionally, we run daily 'Time to talk' activities. These are carefully planned games and activities led by our experienced staff to give children opportunities to practise the speaking and listening skills they need. Finally, we run an extremely effective early intervention program. All children are screened by our specially trained speech and language Teaching Assistant, using the Language Link Screener. This identifies those children with a speech or language delay. Depending on their need children will then receive, 1 to 1 or small group support using the language program that is best suited to them. In doing all of the above, we aim to ensure children leave Reception with the confidence and ability to use a rich range of vocabulary and language structures.

### **Personal, Social and Emotional Development (PSED)**

Children's personal, social and emotional development is crucial for them to lead happy and healthy lives, and is fundamental to their cognitive development. At Chilton we have a values led curriculum, through which children learn to build and manage healthy relationships, understand and regulate their emotions, develop a sense of what makes them unique and celebrate the similarities and differences between us all. Each term will begin with a week of values based learning. The schools values are Respect, Equality, Courage and Kindness. Throughout the year we will use stories, circle time and learning about people from our past to explore these values and how they relate to ourselves and our own lives. We have three 'Healthy Relationship' weeks during which we explore friendship and kindness and what to do if a relationship is becoming unhealthy. We also have projects that children will take part in over the year to help them understand the school's core values. In term three, we have our 'Champions of Courage' project. Each year group will learn about a significant, courageous person from the past and explore why their courageousness was so important. Throughout term five, the children engage in the 'Good to be me' project. In this, we explore our likes, dislikes and abilities. We learn about our classmates and their families and celebrate what makes each of us unique. In order to help children understand their emotions and begin to be able to regulate them, we use the 'Zones of Regulation' framework. This teaches children to be aware of their emotions and internal state and supports them in developing strategies to regulate them. In doing

this we, teach children about their own well-being and introduce them to mindful activities such as yoga and peer massage to help them feel relaxed and positive. At Chilton, all staff are trained to use the Leuven scales to monitor children's involvement and well-being. This means we can track the well-being of all our pupils and provide support quickly and effectively if needed.

## **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We have teacher-led gross motor and fine motor time daily, gross and fine motor activities available during child-initiated play as well as weekly Physical Education sessions led by our specialist sports teachers. Gross and fine motor skills develop incrementally throughout childhood. We follow the gross motor BEAM program throughout the year, in order to ensure children have the key opportunities needed to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. In line, with this we use the Clever Hands program to support children with their fine motor control and precision. These sessions will lead to pencil and scissor control activities later on in the year once the children's physical development is ready for this. Throughout the year, children will also learn about healthy lifestyle choices and the effect staying active and making healthy choices can have of their well-being.

## **Literacy**

It is crucial for children to develop a life-long love of reading. At Chilton, we pride ourselves on having a book rich environment, within which children are read stories, poems, rhymes and non-fiction regularly. Each classroom has an inviting book corner where adults and children spend time together sharing books. In addition, we set up our environment to encourage children to mark make in their play both inside and outside. Alongside, fostering a love and will to read and write, our staff use the Read, Write Inc program to give children the phonic skills they need to become confident readers and writers. During the first two terms, we will teach children their set one sounds. They will play oral blending games and begin to learn to form their letters. Children will begin to be able to read and write simple words. Moving forwards, children will learn their set two digraphs and will move onto reading and writing short sentences. We offer a keep up, not catch up approach, meaning we conduct regular assessment of children's phonic skills and offer immediate intervention where needed. We aim to ensure that no child is left behind. To complement our phonics program, we use engaging and exciting 'Power of reading' pictures books to lead our topic learning in the afternoon. During these times, children will learn to discuss texts, predict endings, act out and sequence stories and discuss the characters and settings from the stories. They will also get the opportunity to write creatively during this time.

## **Mathematics**

Developing a strong grounding in number, shape, space and measure is essential, so that all children develop the necessary building blocks to excel mathematically. In reception, we use our environment to aim to develop positive attitudes and interest in mathematics. We provide natural and engaging resources and activities to encourage counting, comparison of quantities, exploration of patterns, space and shape and most of all discussion between pupils and adults surrounding mathematical concepts and using mathematical vocabulary. With the support of the Primary Advantage Maths program, we provide a carefully planned out curriculum that offers children with the opportunities they need to develop a deep, long term, secure and adaptable understanding of the subject. New concepts are taught in small steps and pupils are given opportunities to apply their newly acquired knowledge and vocabulary through play. Staff know each child's next steps and are trained to extend pupils knowledge and vocabulary during child initiated play. Pupils who are finding it hard to understand new concepts are offered quick and effective interventions in order to ensure no child is left behind.

## **Understanding of the world**

Understanding of the world involves guiding children to make sense of their physical world and community. Our afternoon curriculum is Topic based. We plan our Topics based on what the children are interested in. Each Topic will have an entry and exit point and during these, we aim to provide the children with a wide range of personal experiences that increase their knowledge of the world around them. These include exploring our local parks and beaches, meeting important people from our local community, for example, fire-fighters and nurses, having hands on experiences with wildlife, including visits from minibeasts and farm animals and planting and growing our own plants and food. We learn about past events from our own and others' lives, as well as learning about what life is like in other parts of the world. The children love to learn about other cultures and religions, studying Topics, such as Chinese New Year, Diwali and Easter around the world. Through this they learn to truly value what diversity across the world brings. Carefully planned activities during child-initiated play also allows children to explore the environment around them.

## **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. Through our curriculum we offer children opportunities to explore and play with a variety of media, materials, tools and model a range of techniques. We encourage them to experiment with colour, design and texture and to go back to what they have created to see if they can improve it. The children will have one dedicated music session a week, led by a specialist teacher. This will be followed up in class with opportunities to create dance sequences, compositions and perform songs and rhymes. Role-play plays a huge part in supporting children's' creative, language and social development. Children are provided with props and materials to encourage and support role-play both inside and outside of the classroom. Adults know when to join in and when to stand back in order to allow the play to develop naturally.

## **Play, our enabling environment and the importance of staff development**

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Play gives children choice and space to thrive. Children learn by leading their own play, and by taking part in play that is guided by adults. At Chilton, we have worked hard over a number of years to ensure our curriculum has the right balance of teacher-led activities, teacher-initiated and child-initiated play. Careful modelling, scaffolding, discussion and questioning during play can lead to children engaging in sustained shared thinking with adults and their peers and the role adults have to play in play is vital. In light of this, we prioritise ensuring our staff have the skills they need to support pupil progress. Our Early Years Team meet every other week to engage in staff training and supervision. All members of staff are involved in discussions and decisions about planning children's next steps and how best to ensure our children fulfil their potential. This means we can ensure we consistently have a highly skilled Early Years workforce. As well as the children and our staff, the environment in our Reception area has an important role to play. High quality, challenging learning materials are stored so that children can access them and use them regularly and independently in open-ended play. Both inside and outside, our environment and resources are organised to help challenge children and extend their learning over time.

## **The best for every child**

Every child is unique and every child deserves to have an equal chance of success. When they start school, children from disadvantaged backgrounds are, on average, four months behind their peers. A high quality curriculum has a crucial role in breaking this cycle and at Chilton, we are committed to this. We believe it is important not to make negative assumptions about any pupils due to their background, and instead of doing this

our aim is to ensure we get to know, value and understand every child and family that we teach. We see families as our partners in the development of their child and aim to foster positive working relationships with all our families from the moment they choose Chilton. Our Trust motto is 'One childhood, one chance' and through our work with families, as well as our assessment and early intervention plans, we believe we can narrow the gaps any child in our care starts with. In line with this, at Chilton we ensure that our curriculum promotes and teaches both equality and diversity. We do this through the teaching of our values, celebrating and exploring the diversity of our families and of people around the world. Where our local community does not provide a wealth of diversity for our children to be exposed to, we add to their life experiences using our 'Books for change'. These books promote and ignite discussion around gender, race, sexual orientation and disability. Staff are also mindful of not exhibiting an unconscious bias, based on stereotypes that may affect our pupils. In addition, we aim to remove any disadvantage faced by our pupils with special educational needs and/or disabilities. We do this by ensuring we spend time getting to know all our children and families, through regular assessment and intervention and through accessing and working with a wide variety of outside agencies.

### Impact

The impact of our curriculum is to ensure children make better than expected progress from their varied starting points in every area of learning. We aim for all children to reach a 'good level of development' and consistently ensure the number of our children reaching the 'GLD' is above the national average.

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for our children to be 'Key Stage 1 Ready'. Our children make strong progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for their new year-group.

On entry to Children, all pupils will complete the Reception Baseline Assessment (RBA). Teachers will use this, alongside the knowledge they have gained about the children from parents, nursery provision and their own observations to make a baseline assessment of each child; indicating if they are on track or not in each area of learning.

Children's progress is recording in individual learning journeys. These include photos, observations, assessments, children's work and child and parent voice. Teachers will use their knowledge of the child to make further assessments at the middle and end of the year; allowing us to track progress. At the end of the year, teachers will use the Early Years Foundation Stage Profile to indicate if children have met the expected standard in each area of learning. Effective in and cross school moderation ensures these judgements are accurate.