



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for EYFS

September 2024

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.

Intent

We want our children to be happy and safe. At Nutfield Church School, children thrive in an environment of security, respect and kindness.

At Nutfield Church Primary School we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early year's education is based upon:

- **Unique Child** – Every child is 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

- **Learning and Development** – Children develop and learn in different ways.

Our children enjoy a wide range of subjects which are presented clearly and sequentially allowing them to remember what they have been taught. Children have the opportunity to integrate new knowledge into larger concepts through our purposeful learning environment, which includes stimulating activities in continuous provision as well as bespoke enhanced provision activities which meet the interests and individual needs of our children. Through this provision children embark on an exciting learning journey right from their very first day in Reception.

Our curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. We use two pedagogical approaches: **play-based learning and inquiry-based learning**. We also adhere to the arching principles of both Reggio Emilia and Montessori. Please refer to the separate section on pedagogy.

Children are provided with ample opportunities accessible in our indoor and outdoor provision. Our EYFS classroom is open and free flowing with low-level learning spaces, allowing our children to access their learning and exploration more freely. Equally there are many small, cosy areas where children can explore and talk freely without the pressure of adult intervention. Children engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement

for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children benefit from meaningful learning across the curriculum and we plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning. The characteristics are split into three categories:

- Playing and Exploring – engagement.
- Active Learning – motivation.
- Creating and Thinking Critically – thinking.

Implementation

Flourishing Five

At Nutfield Church our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress, it is our intent to ensure that every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests, individual needs as well as planning for new experiences allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Taking the seven areas of learning, Characteristics of Effective Learning and the four overriding principles of EYFS into consideration, as well as our own research, we have developed 'The Flourishing Five.' The 'Flourishing Five' are the core principles which underpin our pedagogy.

Flourishing Five:

1. Engage in meaningful dialogue and conversations

"The child begins to perceive the world not only through his eyes but also through his speech"
Vygotsky

Ofsted's briefing entitled, [Education recovery in early years providers: spring 2022](#) looks at the ongoing impact of the pandemic on education providers and highlights how it has affected children's communication, and personal, social and emotional development. The inspectorate reported that early years providers said there had been a 'regression in children's independence and self-care skills', as well as delays in babies' and children's speech and language development. Children are presenting with limited vocabulary and lack of confidence to speak, while babies are struggling to respond to facial expressions, the report found.

Developing listening, comprehension and speaking skills is foundational in enabling children to communicate and participate in society. The key findings of the Hart and Risley '32 million word disparity' research of the nineties state that children who hear more words, acquire more vocabulary and language capabilities. In order to achieve this and in response to OFSTED's findings on the impact of the pandemic, we ensure that our children are learning in an environment rich with language, with a focus on extending vocabulary and practising speech. Language is used

repeatedly in context and in a daily basis through songs, rhymes, stories, dialogue arising out of normal activities and routines, commentary and one to one conversations.

Thinking Thursdays have introduced the concept of P4C to our children. Every Thursday children are presented with an open-ended question which have no right or wrong answers, such as 'Which is worse losing your toy or missing your friend.' The children are encouraged to talk about the question and register their response on a board. This activity helps to broaden children's thinking processes, to develop their speech and language skills, and to build confidence in their ability to express themselves using words.

2. Develop social skills, independence and emotional literacy

The ability to recognise our emotions and to regulate them, to feel good about ourselves, to feel confident and self-assured and to empathise, are indicators of healthy development. It is our role to support children by understanding and co-regulating their behaviour, by being curious and asking, 'What has happened to you?' Children leave EYFS with self-confidence, the ability to follow instructions, the ability to manage their own care routines such as dressing, eating and toileting, they are able to make friends, negotiate, take turns and share. They are kind, caring and empathetic.

Our classroom encourages the development of independence. Children who are independent are happier and more confident, and access new experiences more readily. Children put on their own coats, they self-register in the morning, they serve themselves a snack and are able to choose what they create, play and build with. All resources are readily accessible and easy to move to where they want to play.

3. Develop a love of reading and writing

"We shouldn't teach great books; we should teach a love of reading." B. F. Skinner

We want children to develop a love of reading. We want them to understand that the printed word has meaning and that stories are a powerful medium for communicating ideas, thoughts and emotions. We want our children to develop phonetic awareness – the ability to hear and identify different words and sounds. Our language-rich environment contains inspiring and informative fiction and non-fiction books for all abilities. We share our love of books with individual children and in groups using larger picture books and bags of confidence, drama and laughter! At Nutfield Church School we place a strong emphasis on the development of Literacy. Through the engaging Essential Letters and Sounds scheme, supported by a regular programme of individual and whole class reading sessions, we consistently achieve high standards in reading. More broadly, classrooms explore and give weight to Literacy in its widest sense, and are active and busy centres of purposeful writing, story crafting, debate, explanation and fantasy.

4. Develop a strong grounding in number to develop the necessary building blocks to excel mathematically

At Nutfield Church School, we place a strong emphasis on the development of Numeracy. With Mathematics, our practical approach also sets secure foundations at an early age, with concepts mastered through doing and understood by means of practical application.

Children need repeated experiences that relate concepts to the real world. Opportunities for developing mathematical knowledge arise every day during play and routines. Rhymes and action songs introduce the concepts of number and counting. Counting, grouping items by characteristics, exploring shape, capacity, size and number occur as part of our regular activities. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small objects and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is

important to us that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

5. Engage with the awe and wonder of life and new experiences

"There are no seven wonders of the world in the eyes of a child. There are seven million."

Walt Streightiff

We support individual paths of discovery, providing space and opportunities to learn and experience the richness of their world first hand. Every day is an opportunity to challenge, provoke, excite, stimulate, teach and investigate together with our intrepid explorers.

The key to igniting learning in young children is to grab their imaginations and tap into their natural curiosity. By providing invitations to play that draw children in and encourage them to ask questions and find answers will help to nurture higher-level thinking. Children are provided with the tools to explore their own thinking with access to books, magazines and 'investigation stations'. We encourage the children to be 'hands on' rather than 'hands off'.

On **Farm Fridays** and during our daily Wellbeing + sessions children take their learning outside the classroom and engage with our animals, grounds and wildlife area. The benefits of outdoor learning in the early years are firmly recognised. Simply being outside in the fresh air improves health, social and emotional wellbeing, improved immunity, sight, sensorial and hearing development, neuro and physical development, and cognitive enhancement at a child's unique pace. Children are innately curious, driven learners who flourish if allowed to find out more about the world around them through playful contact throughout the year. Investigative, imaginative and inventive STEM possibilities are abound through a variety of natural materials providing authentic experiences. Outdoor learning also nourishes opportunities for awe and wonder which allows each child to revisit their fascinations and dispositions.

Through our philanthropic work within the community (Love Projects), we instil in our children the values of appreciation, respect, tolerance, compassion, inclusion and acceptance.

Pedagogical Approaches in Early Years Foundation Stage (EYFS) at Nutfield Church Primary School.

The Early Years Foundation Stage (EYFS) is a framework that sets standards for the learning, development, and care of children from birth to five years old in England. The EYFS emphasises the importance of pedagogy in early years and recognises that children learn best through play-based experiences.

The different pedagogical approaches all center around the following key themes:

Learning through play

This is the idea that play is an essential part of early years education. It provides children with opportunities to explore, experiment, and learn through their senses. Learning through play enables children to engage in hands-on activities, make choices, and follow their interests.

Child-Centered

A child-centered approach recognises that every child is unique and has their own way of learning and developing. This approach focus on building positive relationships with children, providing personalised learning experiences, and valuing children's interests and contributions.

Holistic Development

Holistic development refers to the idea that children's physical, social, emotional, and cognitive development are interconnected. Pedagogical approaches that support holistic development involve providing children with opportunities to learn and grow in all these areas.

In the Early Years classroom at Nutfield Church Primary school we use two pedagogical approaches: **play-based learning and inquiry based learning.**

Play is emphasised as a vehicle for learning and development which is split into two parts:

-Child-led learning, which involves following the child's interests and supporting their learning in a way that is child-centered.

-Adult-led learning, which involves providing more structured learning experiences guided by an adult educator.

In our enhanced provision there is also a leaning towards **Inquiry-Based Pedagogy.** Inquiry-based pedagogy involves teachers posing questions and problems to children and allowing them to explore and discover the answers through hands-on experiences. This approach encourages children to ask questions, make predictions, and test their hypotheses.

We also adhere to the arching principles of both **Reggio Emilia** and **Montessori.**

The **Reggio Emilia** approach is a child-centred pedagogy that originated in Italy and emphasises the importance of children's creativity. This approach encourages children to express themselves through a variety of mediums, including art, music, drama, dance, puppetry, and other forms of self-expression. The Reggio Emilia approach recognises that children have many different ways of learning and expressing themselves, and seeks to provide opportunities for children to develop their skills and knowledge in a variety of ways.

In our Early Years classroom this can be seen through the value and importance placed on Expressive Arts and Design in our Early Years Curriculum. Children have free access to the art room, where they can explore both guided and independent art tasks. The classroom has an outdoor stage, dressing-up area and puppet theatre. Children have weekly music lessons where they learn how to appreciate different types of genres as well as learning about beat, rhythm, tempo and how to play notes of instruments such as the Glockenspiel. Literacy lessons always include an element of role-play, drama and hot-seating. In the Autumn term, the children enjoy a performance of a traditional tale from a local visiting theatre company. The 'home corner,' 'classroom shop' and 'small world area' also seek to develop children's imaginations through familiar settings and play.

Montessori Approach

The Montessori approach, which originated in Italy in the early 20th century, sees children as far more than just students. Maria Montessori, the founder of the Montessori approach, believed that each child is a full and complete human being, with hopes, dreams, fears, emotions, and longings that are just as valid as those of adults.

Montessori's approach places a strong emphasis on the development of the whole child, recognising that children need to be supported in their social, emotional, cognitive, and physical development in order to thrive.

One of the key principles of the Montessori approach, which can be seen in our Early Years classroom is that children are allowed to learn at their own pace and in their own way. This involves providing them with hands-on learning experiences and encouraging self-directed learning, rather than simply imparting knowledge to them. In adherence to the Montessori principles children are given a great deal of independence and choice, within limits that are appropriate for their age and development. By providing children with opportunities to make their own decisions and take responsibility for their own learning, children develop in confidence, independence, and also develop a love of learning. This can be seen clearly in our continuous provision. Our continuous provision activities purposely do not change, which allows children to explore deeply over time. These activities include a Maths and Literacy area, as well as

construction sites (both inside and out), water and sand provision, Art room and a 'Home Corner.' In free flow children can choose which activity they want to do.

While there are set times in the day and week when the class teacher imparts knowledge as a class, such as Phonics, Literacy, Maths, RE, PSED and Understanding the World lessons, the children are always invited to explore this newly acquired knowledge through variety of activities themed around these teaching inputs.

Impact

The experiences of the tasks and activities in our EYFS are demonstrated through children being deeply engaged in play. Our children will grow to be confident, competent lifelong learners and good citizens.

The children at Nutfield Church experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, Tapestry, photographs and videos. We aim to exceed the National and Local Authority data for children achieving Good Level of Development.

We carry out regular internal moderation sessions during staff meetings and EYFS staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity. By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn in KS1 and beyond.

How does your subject promote diversity and help our children understand diversity

Children enjoy a rich and varied curriculum. During Understanding the World lessons children are taught about celebrations and festival from around the world such as Chinese New Year, Diwali, Christmas, Easter, and Eid.

Children have access to a range of books in the classroom and through daily literacy lessons and story-time which reflect diversity.

Children have a weekly RE lesson, where they listen to stories from the Bible, listen to the teachings of Jesus and learn about Christian beliefs.

How does your subject help children understand SMSC?

Social:

Children work together supporting each other with their skills. Children have opportunities through child-initiated activities to interact with their peers and adults in their learning environment. They have the opportunity with adult support to take on different social roles such as leading a game or taking instructions from others. They are taught and supported to manage their feelings, take turns and share.

Moral:

The PSED strand of the Early Years Curriculum has three ELGs: self regulation; managing self and building relationships, which all develop the child's sense of morality. Early Years practitioners work on developing these skills and supporting those children who find these skills challenging.

Spiritual

Children's spiritual development is fostered through all aspects of our provision. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes. We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role play, stories.
- Experience a range of stories, music, art, drama and dance.

Cultural

There are two ELGs that give children the opportunity to discuss familiar and different cultures and communities: past and present, and people, cultures and communities. Through these ELGs, children learn to understand similarities and differences between themselves and others, and among families, communities and traditions. Throughout the year children learn about historical figures such as Mary Anning, Grace Darling and Florence Nightingale. They learn about Christmas, seaside holidays and transport from the past. The children learn about different cultural celebrations such as Diwali and Chinese New Year. They also enjoy a range of visits from vets, nurses and firefighters.

How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials). "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." National Curriculum, QCA, 2008. This is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives.

In the EYFS classroom at Nutfield Church Primary school an inclusive learning environment is maintained. Children's preferred learning styles are identified and built on. Changes and modifications will be made to reduce barriers to learning and allow children to reach their full potential. For example: visual, tactile, auditory and kinaesthetic approaches are used when teaching. Manageable mixed ability grouping is the norm, except when carefully planned for a purpose. Instructions are given clearly and reinforced visually when necessary. Key words, meanings and symbols are highlighted, explained or written up. Children with communication impairments are given time to think about questions before being required to respond. Children

are clear about the duration and overall structure of the lesson. Children understand the rewards system and are motivated to achieve the rewards available.

The EYFS teacher remains in communication with the school SENDCo highlighting any concerns.

Effective and supportive partnerships with parents are developed.

Good practice in your subject to share with others:

The curriculum in EYFS is designed to allow children to be exposed to new experiences as opposed to leaning towards children's current interests.

The outside classroom mirrors the inside classroom, each having Maths, Literacy, Construction and Art areas.

Enhanced provision links to the current topic and changes every week, to maintain the children's curiosity and interest.

Visits from outside speakers or companies are planned for each half term.

Each Reception child is buddied with a Year 6 child to help them settle into school life.

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How does your subject add to the cultural capital for children?

Cultural capital is all about providing children with experiences and opportunities to help them progress and achieve success. Essentially, it's about giving them everything they need for what comes next in their learning and development.

When children start in an early years setting, they already have a variety of different experiences in learning and play. Cultural capital in EYFS is about building on these early experiences. It gives children other opportunities to be curious, explore, try new things, and experience awe and wonder. Cultural capital AT Nutfield Church School is about providing moments for children's knowledge and understanding, and for their skills to be challenged, expanded, and increased through new opportunities and experiences.

What else do subject leaders do?

See MTPs on the school website

See long term planning on the school website

Termly analysis of data and producing a report for the school data pack which is presented to governors.

Termly moderation with local church schools

Questions children could ask:

When can I go outside?

Why do some of our activities change each week?

Why can we not play with the bikes today?

Can we go to the farm?

Can I take this piece of work home?

Questions Ofsted, parents or Governors could ask:

What are the aims of your curriculum?

What is your vision?

How do you sequence learning?

How do you make sure children have the requisite skills?
How do SEND and PP children do in your subject?
What attainment and progress is there?
What are the key skills ? How do you build on this year on year?
How do you know if children are making expected progress?
How do you support children?
What training do you give staff to make sure they have the necessary skills?
How does your subject help children learn about SMSC and BV?

Also see:

SDP for the main priorities this year for each curriculum subject
Curriculum Overview on the school website
School vision and values on the school website