



MESSINGHAM
PRIMARY SCHOOL

Our Curriculum Intent for the EYFS at Messingham Primary

. Our curriculum is designed with the belief that strong and positive relationships between staff, children, parents and other settings are key and are at the heart of everything that we do. As part of this and our school motto, we recognise each pupil as a special and valued individual.

. As a whole school, we follow a Values-based Education approach which promotes the educational philosophy of valuing self, others and the environment around us. VbE gives children a transformational vocabulary based on values such as respect, trust, honesty, fairness, justice and compassion. These value words are thought about and experientially explored by those who use them (pupils, staff and parents) to empower them to live their lives based on such values.

. At Messingham Primary, we aim to foster a positive attitude towards school and learning in all pupils. Interactions with supportive staff and an enabling environment allow for each individual to feel safe and secure and to achieve their full potential. We intend for our curriculum to open children's eyes to the world beyond their immediate environment and to lay the foundations for lifelong learning.

. We understand the importance of placing a strong emphasis on the Prime areas to promote successful learning across the EYFS curriculum. Therefore, we provide children with an engaging play-based curriculum that builds on their prior learning and uses cross-curricular links to ensure that our pupils develop verbally, emotionally, physically and cognitively. We aim to create confident, creative and resilient learners that demonstrate independence in their thoughts and actions.

. We intend to ensure that by the end of the Reception Year, all children are equipped with the necessary skills and knowledge that allow for a smooth transition into Year One.

How do we implement this at Messingham Primary School?

Pupils in the Reception Class follow the curriculum for the Early Years Foundation Stage (EYFS). Please find this document also attached to this section. The EYFS Statutory Framework sets the standards for learning, development and care for children from birth to five years. It provides the prime and specific areas of learning that we must cover in our curriculum. These areas are:

Prime Areas

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

Specific Areas

- Literacy - Comprehension, Phonics, Reading and Writing.
- Mathematics
- Understanding the World
- Expressive Arts and Design

. We use a balance of adult-led and child-initiated activities where play is at the heart of our curriculum.

. Each half-term, we introduce a new theme for children to inspire and develop the learning of new skills and knowledge. This theme sits alongside flexible opportunities for children to also learn through following their interests and ideas.

. We provide stimulating environments both indoors and outdoors which offer the opportunity for exploration, challenge, developing language, creativity, problem-solving and the revision of skills that have been previously taught. We recognise that high engagement in these provision areas leads to high attainment, independence and resilience in our pupils. Therefore, we come to regard the indoor and outdoor provision as a 'third teacher' which should be carefully planned for and developed.

. Having prioritised the Prime areas, we build on these skills to develop a strong knowledge and understanding of skills in early reading, writing and mathematics.

Literacy

We recognise the importance of reading, and therefore, we place this at the heart of our curriculum. Through choosing high-quality texts each half term, we aim to expose pupils to a range of books that help to develop oracy, vocabulary, comprehension and also a love of reading. The key texts that are chosen are embedded into the provision via storytimes, displays and story-telling resources that children can access independently. Children are encouraged to read at home and are listened to regularly in school. Pupils are provided with books that match their phonic knowledge.

We have daily phonics sessions to introduce and revise letters and their sounds. We also teach how the sounds are applied to reading and writing skills. We follow the DfES Letters and Sounds programme to ensure consistency.

Before beginning to write, we focus on the early skills that help develop good writing skills by developing the necessary physical skills to hold and use a pencil correctly. We also encourage the skill of composing sentences out loud first and then ask children to write these down when they are ready.

Mathematics

In Reception, we mainly follow the White Rose Maths Scheme of Work with the addition of some other resources that we have found to be particularly effective. Pupils learn through games and tasks, that are predominantly based on using concrete resources that can be manipulated and using pictorial representations. Opportunities are then provided for children to rehearse and apply these skills in child-led play.

The Wider Curriculum

The wider curriculum is taught through the learning areas; 'Understanding the World' and 'Expressive Arts and Design.' The themes that are carefully chosen each half term to extend children's current learning have a foundation in these areas. The key skills are recognised and developed to enable children to make good progress as they begin learning the Foundation Subjects in the National Curriculum. We encourage children to think like Scientists or Inventors as part of our approach.

The impact:

The impact is evident through the successful transitions that our children make into Year One. Children leave the Early Years Foundation Stage with the necessary skills, confidence, knowledge and understanding to continue their learning journey in the National Curriculum. Pupils show a positive attitude towards learning but are also developing into well-rounded individuals that hold the important Values that we have been promoting throughout the year.

The impact of teaching can be seen in our children's work: on displays around school, on Tapestry the online Learning Journal, in pupil's 'I Can' Learning Journals and by speaking to our pupils. As a school, we measure impact through pupil progress meetings, looking at children's work and achievements, learning walks, lesson observations, teacher/pupil and parent voice and our assessments. This process is undertaken by Miss Turner, Mr Hutchings, the senior leadership team and the school's governors.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, that children reach the Early Learning Goals at the end of Reception and are at least in line with National Expectations. Effective communication between EYFS and Year One staff is therefore essential in achieving an effective transition for every child to plan accordingly for the next stage of their learning journey.

The impact of our curriculum is measured by assessment procedures which quickly allow us to identify those pupils that are not progressing at an expected rate and put supportive interventions in place. EYFS staff use observations to make formative assessments that inform planning and ensure that all children build on their current knowledge and skills at a good pace. These observations and assessments may be written down but often will be known to staff through their day-to-day interactions with pupils.

For any queries regarding the EYFS at Messingham Primary, please contact Miss Turner, our school's EYFS Leader.