

Hose Church of England Primary School

'Respect, Bravery, Success, Pride'

EYFS Curriculum Overview 2024-2025

Vision and aims

At Hose C of E Primary School we provide a high quality curriculum, which engages children and enables them to develop the key knowledge and skills they need for future life. We believe in providing an exciting, safe and stimulating environment which enables every child to achieve their best through varied learning experiences so that they can be confident, happy, healthy pupils who are life-long learners. Our aim is that each and every child is given the best possible opportunity to reach their potential and achieve their best regardless of their starting points.

In formulating our curriculum, we carefully considered our children's needs and starting points and what we want them to have achieved by the time they leave us. We base our curriculum on the National Curriculum (2014) and the Early Years Foundation Stage (EYFS) Statutory Framework and carefully sequence the content to ensure children are able to know more and remember more, whilst remaining mindful of our overarching curriculum aim: to open the door to the world beyond our village.

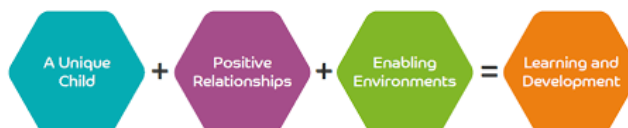
At Hose C of E, we are lucky enough to teach Foundation Stage, Year 1 and 2 within the same classroom environment. The teaching approach within this varies to reflect the unique stages of development children go through in the EYFS and Key Stage 1.

The Foundation Stage curriculum

In Foundation Stage, we recognise that we begin the building blocks to the start of the education journey for our youngest pupils. We map out how key skills and knowledge progress throughout the year and identify experiences and opportunities for learning within each term to ensure a well-rounded knowledge base for our children as they leave their foundation year and enter into Key Stage 1. We provide a well-planned and well-resourced environment, that allows our children to achieve the Characteristics of Effective Learning.

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	Prime Areas Personal, Social and Emotional Development Physical Development Communication and Language	Making Relationships Sense of Self Understanding Feelings Moving and handling Health and Self-care Listening and Attention Understanding Speaking
Active Learning MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Specific Areas Literacy Mathematics Understanding the World Expressive Arts and Design	Reading Writing Mathematics People and Communities The World Technology Creating with Materials Being Imaginative and Expressive
Creative and Critical Thinking THINKING Having their own ideas Making links Working with ideas		

The overarching principles of the EYFS recognise that every child is a unique individual who has the capacity to learn, be resilient, capable, confident and self-assured. We enable them to feel secure and independent by fostering positive relationships. Our environment enables the children to learn and thrive through the support of our adults, where we respond to their interests and build upon what they know and can do to develop learning over time.



What does teaching look like?

We recognise that Communication and Language and Literacy skills are key and that research shows that by focussing on these areas in a child's formative years we give them the greatest success to access the curriculum, the world around them and give them the greatest opportunity to thrive in their later life. We therefore focus our **carpet sessions** on developing talk, story-telling, vocabulary and early oracy skills. These carpet sessions take the form of experiences such as shared story writing, book talk, learning poems, singing songs and sharing ('Tapestry Time'). The children also have daily Phonics and Maths sessions.

The children are also given extended periods of time to learn through their play. We call this 'COOL Time' (Continuation of our Learning), where they are able to learn within both our indoor and outdoor classroom and access **continuous provision**. Continuous provision refers to *the areas and resources laid out in a classroom to stimulate learning by way of play and exploration*. Within each of these areas of provision, children have access to a core range of resources, in addition to new provocations that stimulate further learning. Planning effectively for continuous provision is crucial and involves a consideration of classroom layout and resourcing that enables us to offer a breadth of learning possibilities.

Combined with our pre-planned and sequential curriculum elements, we recognise the value of planning around the children's varying needs and interests. Within this, we understand the importance of play and the learning opportunities that are presented within it, by seizing the moment to support a child to make progress. We observe and facilitate next steps, based on what the children are already deeply involved in. We use quality interactions to draw out the children's knowledge and build on it there and then. This means that we see the **teachable moment** (Learning, Playing and Interacting, DfE) from the child's perspective, knowing when to step back and observe and when to intervene. This means of teaching supports our children to fully develop their Characteristics of Effective Learning, where they are **engaged** in their play and exploration, **motivated** and **active** participants in their learning who have the opportunity to **create and think critically**. The best levels of involvement are seen when children initiate their own play.

For these less directed periods, we refer to the definition of early years teaching set out by Ofsted:

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.” (OFSTED, 2015)

Why this approach?

- Levels of engagement are higher.
- Children develop independence and take ownership of their learning.
- Learning takes place over time, not just within a lesson.
- Children have more time and opportunity to hear and use vocabulary in meaningful contexts. (Hart and Risley, 2005).
- Children have opportunities to apply learning in many different contexts to develop deeper understanding.
- They are able to return to concepts in many different ways over time, naturally linking to other areas.
- Children learn and develop skills that are beneficial for life-long learning such as curiosity, imagination, initiative, determination, perseverance, risk-taking, energy, fascination, focus, attention to detail, resilience, enjoyment of challenge, pride, problem solving ability, ability to plan ahead, flexibility, cooperation.
- Adults have more flexibility to personalise learning where required for individuals within the day.

As the children move into Key Stage 1, we retain elements of the approach, while gradually adding in more structure. This reflects the increasing demands of the Key Stage 1 curriculum content, as well as preparing the children for Key Stage 2.
