

Redbridge Primary School

EYFS Curriculum



Curriculum Vision

At Redbridge Primary School we are driven by our six core values of Resilience, Respect, Positivity, Honesty, Friendship, Kindness. Our curriculum intent is that children Dream Big, Work Hard and Be Kind. The Early Years curriculum at Redbridge Primary School is broad, balanced and is reflective of our diverse community. We provide a safe, nurturing and child-led environment for the children to learn, develop and ultimately become ambitious, independent learners who can communicate clearly and confidently. We continuously adapt our teaching and learning to support the needs of all our children, including those who are disadvantaged or those with SEND to ensure all children at Redbridge reach their full learning potential.

Children leave our Early Years setting with the skills, knowledge and qualities needed to succeed in the next stage of their education. We believe our children have the right to Dream Big, Work Hard and Be Kind.



The Values Within Our EYFS

Resilience in the Early Years encompasses the ability to adapt to transition from the family setting to school life and forge new relationships with teachers and peers. We want children to understand that making mistakes is part of learning, such as mixing colours initially, accidentally spilling water or encouraging children to engage in adventurous play fosters resilience.

Respect in Early Childhood education involves teaching children to value themselves, others, property, their surroundings and environment. This early understanding cultivates tolerance and acceptance as they grow.

Positivity begins with children embracing a 'can-do' attitude towards life, leading to optimistic learning experiences. Positive relationships play a pivotal role in early development, established through warmth, love, and a sense of belonging in early year's settings.

Honesty, rooted within the prime areas, enables children to express their thoughts and emotions in an age-appropriate manner. It instills an awareness of the power of their words and their consequences.

Friendship evolves through supported interactions, teaching children to cultivate meaningful relationships, cooperate, and peacefully resolve conflicts. These skills provide a solid foundation for academic and lifelong achievements.

Kindness expresses appreciation and positivity, all of which can help build meaningful relationships. It embodies the notion of being kind and having kindness shown towards you helps to build children's character.

Curriculum Intent

Dream Big, Work Hard, Be Kind

In Early years we believe that all children should 'Dream Big' and become ambitious learners by consistently challenging the children and fostering a stimulating environment where they can meet their full learning potential. This approach helps to instill a growth mindset and promotes life long learning enabling them to dream big for life.

In the Early years we value the steps that children should take to reach their full learning potential. We understand that working hard looks different for our youngest children. Working hard in the early years incorporates both the learning behaviors that children are acquiring as well as the effort they put into their tasks. The children throughout the Early Years are working hard to become confident communicators, critical thinkers, to concentrate and complete challenging tasks and to become independent in their learning and exploration.

By heavily focusing on the Prime Areas of learning when they start our nursery classes, we strongly believe that children will develop the correct behaviors and attitudes for learning early on. We are setting strong foundations from Nursery through Reception for children to be able to work hard and pathing the way for them to be ready to access the national curriculum when they enter Year 1.

In the Early years we believe 'Kindness' is an essential life skill needed to build meaningful relationships. We strongly believe that all children should be taught the value of kindness, studies have proven that how children are treated in their early childhood can have a profound impact on their development. We want all our children to know what kindness looks like in all its forms, verbally physically, mentally etc.

EYFS at Redbridge Primary School

At Redbridge Primary School we value play-based learning, we believe that young children learn best when taking an active role in their learning both in the classroom and within the outdoor environment.

We encourage our children to question, think critically, play explore, make mistakes, form links and solve problems, leading their own learning.

We strive to build positive relationships not only with our children but also their care givers. It is crucial to foster a nurturing and supportive partnership. So that everyone feels valued, respected and understood and we prioritise communication, empathy and respect and through these relationships are strengthened. Consistency, trust and active listening are key elements in cultivating positive connection with home and school.

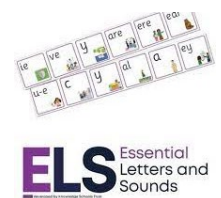
Curriculum Implementation

Our EYFS curriculum is immersive, engaging and stimulating. It is 'topic' based and fosters cross curricular links, we strive to create as many real life experiences for our children. We understand that the context of our community is changing therefore we as practitioners we are adapting our practices and what we offer our children to ensure it meets their needs.

To ensure that all children have a sequenced and progressive curriculum, Reception follows the whole school approach of the **Essential Letters and Sounds for Early Reading**, **Power of Reading for Literacy** and **White Rose for Mathematics**.

Essential Letters and Sounds for Early Reading skills:

We follow Essential Letters and Sounds (ELS) which is a verified programme which supports a systematic, synthetic approach to phonics.



"It teaches children how sounds are represented by written letters. Children are taught to read words by blending these sounds together to make words."

ELS has been built upon the latest research and understanding about how children learn to read, how we ensure that this stays in their long-term memory and how to get the best outcomes for all learners.

Power of Reading for Literacy skills



We use CLPE Power of Reading for all children from Reception to Year 6.

Power of Reading is research-based and the teaching approaches and text choices are specifically tailored to the unique needs of Early Years teachers and children. Through reading, revisiting and

responding to a high-quality text over a sustained period improves the communication and language development of our children and supports authentic writing processes and opportunities. In order for the whole school to have a strong, consistent approach, following this scheme enables us to ensure that all children are exposed to a sequential and progressive Literacy curriculum. "The programmed develops teacher subject knowledge and supports your school to raise engagement and attainment in language, vocabulary, reading and writing."

White Rose for Mathematics skills



Early mathematical knowledge is an essential foundation stone of every child's educational journey and what they learn in maths in these early years is a major predictor of later success. For this reason, we use White Rose Maths from

Reception to Year 6. Through carefully planned resources and lessons, using White Rose helps children explore mathematics in engaging and inspiring ways.

"Early mathematical knowledge is an essential foundation stone of every child's education journey." White Rose instils positive attitudes to maths at an early age with maths resources that help children learn in fun, hands-on, practical ways. White Rose Maths aligns perfectly with the DfE EYFS statutory framework

including the early learning goals. White Rose resources help children explore mathematics in meaningful ways. They also encourage the development of the core maths skills that make up the early years curriculum

Ongoing assessments are used to ensure that learning is pitched at the correct level for the children. Teachers ensure that the pace of lessons are engaging and stimulating. We want our young learners to enjoy their time at school.

Frameworks we follow in EYFS are:

- Early Years Framework (statutory)
- Development Matters (non-statutory curriculum guidance)

Adapting the curriculum for those children with SEND

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

We understand that children learn and develop in different ways. Teachers and support staff recognise this and adapt the curriculum, learning, resources and planning to cater for the various ways children learn

Development Matters

Development Matters is used as a guideline for how children learn. Through 7 Areas of Learning and Development this is split into Prime Areas and Specific Areas.

The 3 Prime Areas are:

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

These are the most essential skills for a child's healthy development and future learning which underpin the entire Early Years curriculum. We focus heavily on the Prime Areas in our nursery. As children grow the Prime Areas will help them to develop skills in the 4 Specific Areas of learning.

The 4 Specific Areas are:

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

When children have a solid foundation in the Prime and Specific Areas it equips them with the behavior of learning needed to access the Early Years Framework and the National Curriculum. All 7 areas of learning are used to plan ambitious and sequential learning opportunities.

The aim is for our children to leave us being prepared to access the national curriculum and become independent and critical thinkers.

The foundational principles and philosophy of learning in the Early Years Foundation Stage are grounded in the following beliefs:

- Early childhood serves as the cornerstone upon which children construct the trajectory of their lives; it is not merely a preparatory phase for the next stage but holds fundamental value in itself.

- Children undergo emotional, intellectual, moral, physical, spiritual, and social development at varying paces, with each facet being integral and interconnected.
- Emphasizing children's capabilities rather than limitations serves as the entry point for their educational journey.
- Fostering independent thinking encourages children to act autonomously and facilitates optimal learning through active engagement rather than passive instruction.
- Play and communication serve as powerful vehicle for young children's learning, requiring adequate time and space to produce meaningful and thoughtful work.

What does this look like in the classroom?

Our teachers use the information gained from observations, children's interests, formative and summative assessments of the children to plan **engaging** and **challenging** learning opportunities with a mixture of adult led and child led guided learning. Our curriculum is flexible and allows us to make sure it caters to the need of all our children. Our learning is based both in the classroom and outside.

In EYFS we believe that children learn best through practical and hands-on indoor and outdoor experiences which supports their communication and language and personal, social and emotional development.

When you enter our early years setting you should see:

- Enabling environments- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.
- Planning to help every child to develop their language is vital.

