

Our Curriculum Explained

Early Years Foundation Stage Curriculum

(Reception)

Our Key Values & Vision

At Greenhead Primary Schools our key values in Early Years inform our vision, curriculum, provision and practice. They underpin everything that makes Early Years at Greenhead, ensuring that our children have the best possible start to their school journey.

We:

- Provide experiences to encourage a love of the natural world
- Provide opportunities to learn about our immediate environment and local area (Greenhead village)
- Promote a love of reading and develop reading skills
- Promote independent learning
- Promote an awareness of healthy lifestyles (mental, wellbeing, physical)

At Greenhead, Early Years staff work together towards achieving our shared vision.

- We provide opportunities for children to develop a sense of awe and wonder of the natural world. Children are encouraged to be ecologically aware and show respect for the environment and others.
- We provide experiences both in and outside of school to promote knowledge of the wider world. This results in language development and social confidence.
- We provide children with quality reading materials, which act as a stimulus or enhancement to learning experiences.
- We aim to create independent learners who are able to show curiosity and drive their own learning. Children will be equipped with the skills to manage their own risk and take responsibility for their actions.
- Health and wellbeing to be a fundamental part of the school's curriculum as this forms the bases to all other learning within Early Years and beyond.

Early Years Foundation Stage Curriculum Intent

We aim to provide a curriculum that meets all aspects of the Statutory EYFS Framework enabling children to;

- In the Early Years at Greenhead School the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.
- Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.
- Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the Early Years with a sense of belonging to a tightly knit community, ready to start the Year one class the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Early Years Foundation Stage Curriculum Implementation

In order to implement the curriculum effectively, we will:

Our Reception classes follow the curriculum as outlined in the [Statutory Framework for the Early Years Foundation Stage](#). The EYFS is based on seven key features of effective practice as set out in [Development Matters 2020](#)

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies

- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Areas of Learning:

The EYFS is made up of three prime areas of learning:

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

There are four specific areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and interconnected.

At Greenhead school children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well –balanced, progressive curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning which take place in our indoor and outdoor environments.

During a week children access a range of adult led, adult planned and child initiated tasks through the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. During the day, children will have an opportunity to work independently, work collaboratively with their friends and work with a member of staff.

Tapestry (online learning journal) is used to share children's achievements with parents and to inform school of children's achievements at home.

EYFS Impact

The impact of our curriculum is measured by ongoing formative assessment. The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

National Curriculum (Year 1 to Year 6)

Greenhead and Henshaw Primary Schools are committed to providing an education that includes and stimulates all children, regardless of ability. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities. This policy gives details of our approach and action we may take to support the pupils in our care.

Curriculum Impact

We will assess the impact that our curriculum has on our children by whether they have mastered the subject-specific knowledge defined in our long term plans in Key Stage 1 and 2 and if children have achieved Early Learning Goals at the end of Reception. We will use formative and summative assessments to aid in this. We understand that knowledge builds over time and children will only demonstrate effective learning as a result of a positive change to their long term memory. To continually drive improvements, the effectiveness of our school curriculum will be reviewed regularly.

At Greenhead CE Primary School, we ensure that our children receive a full and enriched curriculum that is tailored to meet their needs. As a staff we have given careful consideration to our children; offering additional experiences and activities which complement their current opportunities and statutory rights.

Ultimately, our **curriculum intent** is to help us to fulfil our school's vision of helping all of our children to believe in themselves and to reach their full potential so that they are well prepared for the next step in their education and of course life beyond school. We inspire our children with exciting cross-curricular topics and interesting, challenging lessons so that they enjoy learning and develop high aspirations for the future.

Through our curriculum we:

- Embed Christian values of love, respect, friendship, honesty, forgiveness, hope and courage
- Develop independence and resilience
- Aim to have a positive impact on the local community and wider environment
- Utilise the opportunities that outdoor learning offers

Our curriculum is **implemented** through an engaging cross-curricular approach. We use Cornerstones topics as a springboard to help us to develop units of work that inspire and excite children about their learning. The units are rich in wonder and memorable experiences and they allow children's natural creativity and curiosity to flourish, alongside the purposeful acquisition of skills and knowledge.

Most of the foundation subjects are taught in depth through our Cornerstones units over a two-year rolling programme. Each unit takes one or two main subjects to drive the learning forward. We

believe that choosing the right context to engage our children in their learning is vital in fostering a love of learning and also maintaining our high standards. Maths, RE, music, French, PE and PSHE lessons are taught as discrete sessions, but wherever possible they will link to our topics so that skills can be applied across the curriculum.

Staff have worked together to carefully map out the full curriculum and have devised effective tracking systems to make sure there is clear progression for all and that we have high expectations for children's achievements in all subjects. We also have mini topics based on our location and local environment. In the spring term the children participate in a local history and geography study so that they can learn more about their immediate surroundings.

Examples of the additional experiences offered to our children include whole-school visits to the theatre, visits to the seaside and cultural visits to the likes of museums and areas of natural beauty. As outdoor learning is important to us, children in Years 5 and 6 can access an outdoor education residential every year, which are very well received and enjoyed by all. All classes benefit from visits or visitors (eg STEM ambassadors, authors and members of our church community for 'Messy Church') to the school every term, to help us to enrich the curriculum even further and to continue to deepen the children's learning.

Impact

Children leave Greenhead as happy, caring and confident individuals who know how to keep safe and who do well across all subjects. They have developed a love of reading, history, maths and science and they all have high aspirations for the future.