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Responsibility: AP/AB

# Bishop Challoner School



## EYFS Curriculum Policy



## Bishop Challoner School EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY

*This policy should be read in conjunction with the Whole School Curriculum Policy*

At Bishop Challoner Pre-Prep and Preparatory School, it is our objective to follow the Statutory Framework and guidance set out in, 'The Early Years Foundation Stage' (EYFS) document. This document works on four overarching principles:

- A unique child – every child is a competent learner
- Positive relationships – children learn to be strong and independent
- Enabling environments – supporting and extending a child's development
- Learning and Development – 3 Prime and 4 Specific areas of learning and development

The delivery of the EYFS is centred on the cyclical approach of observation, assessment and planning. The needs and development of the individual child are at the core of our observations, alongside observations from home; in partnership with parents. The EYFS is presented using the clear Characteristics of Effective Learning i.e. playing and exploring, active learning and creating and thinking critically. Teaching and learning are enriched by an extensive range of after school activities.

Each child is appointed a Key Worker when they start their journey with us. Their Key Worker is responsible for the observation and planning for that child. Observations will also be gathered by other staff, along with parents, to promote the progression of the child's development through carefully planned next steps. Each child's development and achievement will be tracked termly to ensure they are developing within age appropriate parameters. Children who are noted to be outside of their suggested developmental age group, will be highlighted and support or challenge, whichever is appropriate, will be put in place with discussion with parents/carers. The Head of EYFS/ SENCO works closely with the Key Worker to provide support and guidance in all child-centred matters. We will ensure, where possible, all activities are accessible and available to all.

The use of Tapestry software in both the Nursery and Reception allow staff to share a child's development with the parents/carers easily.

Our focus within the setting is to support the well-being of the children and enhance the development of well-rounded, happy children; who have high levels of self-esteem and resilience. Positive reinforcement from the adults around them encourages children to be confident individuals; capable of asking questions or experimenting for themselves. Children are supported to be independent with their personal skills in readiness for school. Adults in the setting encourage the children, through carefully planned activities, to become active, enquiring learners with a thirst and desire to learn.

The seven areas of Learning and Development should show continuity and progression from Nursery to Reception.

The EYFS curriculum is divided into seven areas of learning: three Prime areas and four Specific areas. These are:

#### PRIME AREAS

- \* Personal, Social and Emotional development
- \* Physical development
- \* Communication and Language

#### SPECIFIC AREAS

- \* Literacy
- \* Mathematics
- \* Understanding the World
- \* Expressive Arts and Design.

#### **Personal, Social and Emotional Development**

We encourage children to be independent and develop personal skills. We provide opportunities for children to interact with others, sharing and taking turns. Children are encouraged to be explorers and active in their learning, linking up with adults for support when necessary. We promote positive behaviour models and aim to work in close partnership with parents and carers. At Bishop Challoner Pre-Prep School we understand and recognise the importance of supporting and nurturing a child's spiritual, emotional and moral development. In the EYFS, this is encouraged through the participation of daily prayer, assemblies, visits to our chapel and visits from clergy from our local parish. Children also attend whole school mass to celebrate important dates throughout the year. In Reception, children have three Religious Education and PHSE lessons a week on varied themes and topics.

#### **Physical Development**

We seek to improve all pupils' skills in co-ordination, control, manipulation and movement throughout all the areas of learning. Physical development of both gross and fine motor skills are monitored and supported. In addition, an emphasis on healthy lifestyles – personal hygiene, food choices and keeping active, is encouraged by all staff. In Reception, children are taken for Physical Education lessons twice a week by a senior specialist and once a week for Nursery.

## **Communication and Language**

We aim to develop skills of communication (speaking and listening) through a range of different activities. Children will be given opportunities to speak and listen in an array of situations and develop their confidence and skills in expressing themselves. Children are encouraged and supported to develop good sitting and listening skills, to enable them to learn. Communication skills are viewed as being of the utmost importance and children are supported and challenged as necessary. Those children with communication delays or difficulties are highlighted early on and strategies implemented to support development.

## **Literacy**

We aim to deliver phonics, through a wide range of planned and independent activities. When children have gained the knowledge and skills to use sounds and letters, words and books will be sent home for practice. Pre-reading skills and books will be reinforced in classes. A wide variety of books are read to the children, and are available for them to use independently. We are also able to visit the Preparatory School Library for story time and children are encouraged to choose and explore both fiction and non-fiction books. In the Nursery, phonics is introduced using the scheme, Read, Write, Inc. Children are encouraged to identify letters and sounds and have a good basis of phonological awareness prior to Reception.

In Reception, phonics, reading and spelling are taught through the Read Write Inc programme. Children are taught to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Books are sent home daily and are closely matched to the child's increasing knowledge of phonics. Children are assessed as they move through the programme.

## **Mathematics**

We aim to offer a wide range of opportunities to assist children understand and use numbers efficiently, and to develop mental number skills. We encourage parents and carers to count everyday objects with their child, play number games and talk about numbers and shapes they see around them in their world. Children are encouraged to experiment with numbers and mathematical concepts such as weight and measure and language associated with time and money. Children are also introduced to the concept of addition and subtraction and these skills are continued to be developed throughout Reception.

## **Understanding the World**

All children are encouraged to think, reason, experiment and investigate. There are many opportunities to explore with a "hands on" approach. Construction kits and other materials are used to develop ideas and create models. In addition, children are taught skills, and develop methods of joining, cutting, designing, planning and making their ideas. The older children in the Nursery (in their last year before Reception) are allowed to join in with one session a week of Forest School initiative; learning important skills and learning to assess and manage their own risks. Basic computer skills are taught to

allow children to enjoy and complete programs designed to enhance their learning. The children are exposed to a variety of ICT materials and are encouraged to use them as part of continual provision. The children have regular access to the IWB, iPads (where they can record video and take photographs) and the Bee-Bot to support their learning and development. The use of ICT in role play areas is also actively encouraged to scaffold their knowledge and understanding of the world around them. We encourage exploration of the immediate environment to gain knowledge and understanding of the world around us. The children experience and celebrate activities linked to a variety of faiths and cultures. Reception children also have the opportunity to visit the Preparatory School Computing Suite once a week for their computing lessons with their class teacher. Each child has access to their own computer and iPad and is able to use these simple programs to complete tasks.

Forest School sessions both in Nursery and Reception enhance the curriculum and support a holistic understanding of the World.

### **Expressive Art and Design**

We aim to present a curriculum rich in provision for expression, curiosity, questioning and imaginative play. Children will feel confident to be adventurous and independently take calculated risks. We aim to provide sufficient time for children to develop and finish working through their ideas across all curriculum areas. We hope to cultivate self-expression through art, music, role play and movement.

Reviewed by: AP/AB/MW

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