



# Bentley Heath EYFS Curriculum Rationale

## VISION AND INTENT

At Bentley Heath Church of England Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children build upon throughout school. It is our intent that all children that enter our EYFS classrooms develop emotionally, verbally, physically, and cognitively whilst embarking upon a lifelong love of learning.

We believe that all children will succeed and are passionate in supporting all children to achieve their full potential. With all this in mind, we begin each school year by looking at the individual needs of our children and, considering their different starting points, we then carefully develop our EYFS Curriculum.

Children in Nursery and Reception are immersed in an exciting, ambitious curriculum in the Seven Learning areas outlined in the Statutory Framework for the Early Years Foundation Stage.

**The Prime Areas of Learning -** Personal, Social, Emotional Development; Communication and Language; Physical Development.

**Specific Areas of Learning-** Literacy; Mathematics; Understanding the World and Expressive Arts.

The curriculum is designed to stimulate children's interests and is planned using the educational programmes stated in the Statutory Framework for EYFS with guidance from The Birth to 5 and Development Matters documents.

Through our approach and ethos, our children's interest and needs are at the heart of all that we do.

## EYFS Curriculum Delivery

At Bentley Heath, we believe in the importance of building a secure foundation, to give children the key skills to be successful in school and in life. Our EYFS curriculum is delivered through a sensitive balance of direct teaching with uninterrupted opportunities to explore, practise and extend skills and knowledge independently through continuous and enhanced provision. Strong relationships enable the adults' in our settings to become facilitators of learning moving learning forward through quality interactions and being a part of sustained, shared thinking. Adults "teach" through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge they will be supported to persevere, and find a solution.

Our community and local areas are at the heart of our ambitious, progressive curriculum. The curriculum enables our children to develop deep knowledge and skills about the world around them through key enquiry questions, quality texts, resources and experiences from Nursery into Reception and then in readiness for Key Stage One.

Children receive a rich daily diet of carefully sequenced Phonics and Maths learning through Read Write Inc which is Department for Education validated Systematic Synthetic Phonics Scheme and the Mastery in Number programme designed by the National Centre for Excellence in the Teaching of Mathematics.

## Early Reading

In Nursery, children learn Phase 1 phonics which focuses on speaking and listening skills; exploring environmental sounds and rhyming words. Children progress to learning Set 1 sounds using the Read Write Inc phonics scheme when developmentally appropriate. In Reception, children receive daily sessions of systematic synthetic phonics using the Read Write Inc scheme. Children take home a 'Reading For Pleasure' book along with a book that is matched to their phonetic ability. A love of reading is fostered by daily DEAR (Drop Everything And Read) sessions where adults bring a range of carefully selected stories and non-fiction books to life with enthusiastic, animated reading and fact finding.

Children are also encouraged to select their own texts to enjoy throughout the day from class reading areas.

## Learning Environments

Our Learning Environments are developed to promote independence and allow them to access the curriculum both inside and outside. Learning environments are accessible, clearly labelled and promote all areas and aspects of learning in the Early Years Foundation stage. Areas are adapted regularly to meet the children's developing needs and interests. We ensure that learning areas are stimulating and engaging and accessible to all children. Learning environments are enhanced by practitioners to develop children's vocabulary and promote inquisitive minds. "The environment should act as an aquarium which reflects the ideas, ethics, attitudes and cultures of the people who live in it!" (Loris Malaguzzi).

## Assessment

Ongoing observations and interactions are key to effective assessment in the EYFS. Staff use their knowledge of child development and consult guidance documents, Birth to 5 Matters and Development Matters to ensure that children are receiving what they need both developmentally and educationally. At the end of Reception, children are assessed against The Early Learning Goals to determine learning needs for Key Stage One. Accurate, ongoing assessments enable our EYFS practitioners, to plan learning to ensure that children know more and remember more over time. Observations are recorded on 'Tapestry', WOW moments and shared with parents.

We develop a learning journey display throughout the year to enable children to retain key information that they have gained throughout the year in all learning areas.

Phonics is assessed half termly using assessment materials from the Read Write Inc programme.

## Impact

Children at the end of EYFS, will have been fully supported to develop a strong sense of self and feel good and secure about themselves. Our children will be successful, independent learners and fully prepared for the next stage of their education as they transition from Nursery, to Reception, onto Year One. Children should be able to make sense of the world around them, to develop tolerance, compassion and an understanding and appreciation of our school values. Bentley Heath Children, at the end of EYFS, will have developed essential knowledge and skills required for everyday life and lifelong learning. They will be well rounded, happy, inquisitive and successful.