



EYFS Curriculum Policy - Prep School

1. Overview

1.1 At West Buckland, we follow the National Early Years Foundation Stage (EYFS) Framework and aim to provide high quality education that supports the development of well-rounded individuals who have a thirst for learning. Our curriculum is designed to meet the needs of all children, whatever their ability. We aim to help our children to achieve well, to become confident, mature and caring, and to take their love of learning on throughout their lives.

1.2 Within the EYFS, we aim to encourage children to learn both through play and more formally. We strive to make learning an exciting and rewarding experience so that their time at school is one of enjoyment and challenge within secure boundaries.

2. Aims and Objectives

- To provide a stimulating environment in which to learn, feel safe and develop their skills.
- To create a child-initiated and adult-led curriculum based upon the seven areas of learning.
- To build on children's previous experiences, skills and knowledge.
- To encourage children to become independent learners.
- To ensure provision for equal opportunities and the individual learning needs of each child.
- To work in partnership with parents in the education of their children.
- To help children grow into reliable, confident and positive people.

3. Effective Learning

3.1 As part of the EYFS framework, we observe and take note of the three characteristics of effective teaching and learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. We plan for and provide opportunities for these vital learning skills to develop in each child.

3.2 The children work in small groups in a happy environment with staff they know well. There is a positive atmosphere in which the children soon feel valued and secure. They are encouraged to participate and the staff make sure that the children can succeed at the tasks they are set. The level of challenge is realistic and the teaching is planned to incorporate the following principles:

- The teaching should build on previous knowledge.



- The learning opportunities are provided in a variety of styles; some adult-led, some child-initiated.

The teaching should be differentiated to encompass the needs and enrich the learning of all children, including those with SEND, EAL or gifted and talented children.

- The children's own understanding should be built up through various activities.
- There should be opportunity for the children to review what they have learnt.
- There should be opportunities for feedback to the children, celebrating success and reviewing learning strategies.
- Next steps in learning should be set for the children to aim for. These must be realistic and attainable.

There are a number of ways of learning on offer:

- Investigation and problem-solving
- Independent work, paired work, group work, whole class work
- Asking and answering questions
- Use of IT
- Creative activities
- Role-play
- Designing and making things
- Internet/ library research
- Participation in physical activity
- Participation in musical performances
- Visitors to school
- Visits to places of educational interest

4. Curriculum organisation

4.1 The children follow the three prime areas of learning as specified in the revised Early Years Foundation Stage framework:

- personal, social and emotional development
- physical development
- communication and language

and four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design



4.2 We plan for these seven areas of learning taking into account the children's interests, needs, abilities and diversity as well as current events and broad topics. These are delivered through topics and themes. These seven areas are designed to support, foster, promote and develop children's learning and development.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Children are helped to learn about potential danger and how to keep themselves safe.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

5. Planning

Long term planning looks at the learning opportunities for the whole year. This includes setting up the learning environment indoors and outdoors, organising areas of provision, deciding on core equipment, making decisions about regular routines and devising a strategy to ensure coverage of the seven areas of learning and development.



Medium term plans are written half-termly. They identify the specific areas of the EYFS to be developed, taking account of the interests and next steps in each child's development. Themes, topics, books and activities are selected at this point which will enrich the learning experiences.

Incorporating learning through play means that staff need to use individual assessments, observations, children's interests and experiences in order to plan, in the short term, for all areas of the classroom and outside areas on a week to week basis. These informed plans build upon and enhance children's experience and learning.

4.3 The school week is divided into 40 periods lasting 30-35 minutes each. The time allocation of the Nursery and Reception is as follows:

Subject	Nursery	Reception
Music	3	3
French	1	1
RS and PSHE	Assembly x 2	1 RS, 10 mins daily PSHE and Assembly x4
PE	2	2
Swimming	1	1
Dance and Drama	1	2
	Other periods comprise adult-led and child-initiated topic work covering the three prime areas and four specific areas of learning.	The rest of the timetable includes Maths, English, Science, Art, IT and Topic work covering all the seven areas of learning.

4.4 Visits outside school are made to such places as:

- Nearby woodland
- Castle Hill, Filleigh
- Hospice
- Medical Centre
- Exmoor Zoo
- Rosemoor RHS Gardens
- Wistlandpound Reservoir
- The Queen's Theatre, Barnstaple

4.5 Visitors to school may comprise:

- People of different nationalities
- Doctor
- Dentist
- Firefighter



- Police officer
- Paramedic
- Farmer
- Vet
- Librarian
- Optician

5. Pupil Target Setting

5.1 In the EYFS next steps in learning are identified and planned for to enable each child to develop individually. Next steps are based upon observational assessments that take place throughout the EYFS and build on children's existing knowledge and skills and are designed to challenge children to reach the next stage in their learning. This occurs across all seven areas of the EYFS, with a closer focus on the three primes areas at the heart of practice in the Nursery. Planning for next steps in learning is vital to enable children to make good progress.

Children's voices are captured and used to inform next steps through observations and conversation. Parents are involved in their children's learning through ongoing discussion with staff and they are encouraged to continue with learning at home. Partnerships with parents are very important to allow teaching staff to accurately identify next steps and to share ideas of how to encourage progress both at school and at home.

6. Effective Teaching

6.1 The emphasis is on investigation and fun in the EYFS. If the children are happy they will learn more effectively. They learn through play, often child-initiated, and the teacher encourages them to explore situations or topics by careful questioning and by providing different play equipment to challenge them further. As the year progresses, the Reception children are gradually introduced to more formal sessions.

6.2 Good behaviour is expected at all times and the teachers are firm in their expectations of the children. (See the Foundation Stage Behaviour Policy.)

6.3 Every effort is taken to ensure that all tasks and activities for the children in school are safe. When children are taken out of school, a strict set of procedures is followed to ensure safety; risk assessments are completed and a permission slip from the parents or guardians is obtained before the trip takes place. The correct ratio of helpers to children is strictly adhered to.

6.4 Class rooms must be attractive places in which to learn. Displays are changed regularly so they reflect the current topic. The children's own work is displayed and the boards show current and relevant information.

6.5 Teachers and teaching assistants are expected to attend courses in order to further their own knowledge and so benefit the children. Staff regularly observe one another teaching and discuss best practice techniques. Appraisals are undertaken on a regular basis to plan and assess professional development.



WEST BUCKLAND PREPARATORY SCHOOL

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Reviewed & Updated: NGR, JLR, Sept 2018