

# EYFS - Curriculum

## Statement and Vision



### *Wonderfully Made*

*(Psalm 139:14)* We at Culgaith C of E School believe that we are all uniquely created individual parts of one body.

Our school is a place where we value the character of every child and strive for all to be ambitious for themselves and their world.

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3			

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## EYFS - Curriculum Statement and Vision

### Intent

At Culgaith CE Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to succeed. Our aim in the EYFS is to build strong foundations rooted in academic success as well as personal, social, emotional and physical development (PSED). Our curriculum is designed to be exciting and promote a love of learning; while building positive relationships and resilience.

This reflects our vision that we are "fearfully and wonderfully made" and by 1 Corinthians 12:12 - "Many parts but one body." Psalm 139:14

### Implementation

We will work as a team to develop effective relationships with children through allowing them to explore the continuous provision, observing and playing alongside them. Children will learn from a balance of child initiated and adult directed activities. The timetable ensures a balance of carefully planned directed teaching of: English, Maths, Phonics as well as the prime areas: Personal, Social, Emotional Development (PSED), Physical Development (PD) and Communication and Language (CAL). Our topics link and support the Early Learning Goals (ELG) of Understanding the World (UTW) and Expressive Arts and Designs (EAD).

Topics are planned around the children's interests they change every half term. Topic sessions and child-initiated learning take place in the continuous provision. We will use our observations and assessments to plan and deliver learning experiences that support children's development, as they progress through the Development Matters Framework to achieve the Early Learning Goals at the end of reception. Great care is taken to plan and develop the continuous and enhanced provision to allow children to learn through play and explore the setting in their own way. The environment is seen as a key tool and careful planning ensures it is used effectively to support learning. Children's development is assessed and tracked and any children not making sufficient progress are identified early and supported through interventions and in class support as needed. Interventions include; Early Talk Boost, Phonics Boosters, selected daily readers and visits to our 'Sensory Room.'

Outdoor learning is an essential and embedded part of our EYFS curriculum. We provide wetsuits and coats so we can go outside in all weathers. With free flow access to the paddock; including: a giant sand pit, gross motor area and mud kitchen. We have regular use of the playground and the wild area, where the children are immersed in the valuable opportunities that outdoor learning provides.

Communication and collaboration starts in EYFS with the relationships developed with children and families and how these are shared through Tapestry. Children learn the essential skills of communication and collaboration in all they do. We try to add extra opportunities such as visitors and experiences to enhance this further. In the wider world, we encourage families to share news and ideas to stimulate talk and share experiences. This includes weekly 'Show and

Tell' sessions where the children can speak about something from home. We hold 'Come and Play' sessions, in which we invite 0-4 year olds from the local area to join in with our class activities. Parents of children in the class are also welcome to join.

### **Impact**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND; we spend time looking at and evaluating how children are learning. With a focus on every child's individuality. Children will be happy and enjoy coming to school having formed secure attachments to adults. Children will make good progress in all areas in particular, reading, phonics, writing and maths. Any children not making good progress are identified early and supported effectively. Children and families will feel their child is well prepared for the transition to KS1 at the end of EYFS.

### **Our school vision:**

At Culgaith C of E School we believe that we are all uniquely created individual parts of one body.

Our school is a place where we value the character of every child and strive for all to be ambitious for themselves and their world.

Our school vision encompasses our ambitions as a school. We strive to celebrate the unique qualities of all of our students and promote ambition for all. Our vision is inspired by Psalm 139:14: "You are fearfully and wonderfully made" and by 1 Corinthians 12:12 - "Many parts but one body."

The distinctive nature of our vision highlights the value we give to our school culture and diversity and affirms our belief that by allowing each pupil to flourish, we can grow together and prepare our pupils as active global citizens.

Our distinctly Christian ethos enables us to weave our Christian values into the fabric of the school, providing ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

Through our core Christian values we aim to provide our pupils with the key skills to lead successful, fulfilled lives.