

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

In EYFS pupils will both be taught explicitly by the class teacher as well as having many planned opportunities to learn through play and discovery. The curriculum has been written to cover a great breadth of knowledge and understanding, but also to leave space to pursue areas that the pupils are interested in, allowing them to guide the curriculum too.

## EYFS

The **intent** of our EYFS curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Develop skills needed to access the curriculum
- Develop their interest in learning
- Develop a sense of identity about who they are

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

## Pedagogy

In EYFS, like all other areas, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In EYFS, the following approaches will be used and evidenced in 'Evidence for Learning', in order to ensure that the EYFS Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their EYFS experience in school:

Teaching Sequence in EYFS	Big picture: Prepare pupils for formal learning in phase 2 by learning rules, routines and expectations.	Possible pedagogical approaches used in EYFS.	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration. Direct input in play where misconceptions exist or to clarify and extend learning.	
	Inspire and engage pupils to listen and pique curiosity.		Constructivism	Inquiry-based learning and outdoor learning through constant access to outdoor areas including sand and water, as well as termly access to Forest School and Beach School.	
	Provide relevant and realistic information using specify key vocabulary and its meaning.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction. Answering questions as children explore, play and learn.	
	Model skills needed and application of knowledge to access areas of the classroom		Liberationism	Pupil-led learning; opportunities to pursue pupil lead interests, lessons planned around pupil interests, activities to inspire and stretch pupils.	
	Provide opportunities for the children to work interactively with the teacher acting as the facilitator		Learning, working and talking about EYFS	Being introduced to the key vocabulary relating to EYFS so that all children can confidently articulate their ideas, knowledge and skills within the seven areas of EYFS; Personal, Social & Emotional development, Communication & Language, Physical Development, Literacy, Mathematics, Understanding the world and Expressive Arts & Design.	
	Ongoing opportunities to apply learned skills and knowledge across the curriculum.				
	Opportunities for pupils to initiate learning through play.				

A progressive assessment tracker maps the key skills and knowledge children have developed against the EYFS objectives. **The impact** is measured via teacher assessment during the delivery of lessons and recorded both in books for Mathematics and Phonics and across the curriculum electronically using 'Evidence for learning'. We would expect to see knowledge communicated through:

- Observations of role play and play
- Conversation with other children and adults
- Creating pictures
- Creating 3D models
- Recording Drama/ role play/physical experiences
- Writing/ Mark making
- Use of other devices