

North Cerney C of E Primary School



EYFS Curriculum Statement

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1. INTENT

Every child deserves the very best start in life and the support needed to achieve their best. Our intent is to provide a safe and secure environment with high standards of teaching and learning. This prepares children for the next stage in their school life and provides the children with a broad range of knowledge and skills in readiness for future good progress.

At North Cerney we intend that that our EYFS provision provides:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported
- A broad and balanced curriculum that meets the needs of learners and prepares the children well for transition into KS1

2. IMPLEMENTATION

We will closely follow the guidelines as an Early Adopter using the Early Adopter Framework. We will be further supported by the non-statutory Development Matters document using their planning ideas and guidance.

In Maths we will follow the EYFS planning from White Rose Maths which is linked to the Early Adopter Framework. We will be further supported by the NCETM Progression in skills documents for EYFS.

In English we will be following Jane Considine's The Write Stuff in order to develop oracy and vocabulary development. We will also use her approach in writing. We will have a strong focus on books and language, introducing the children to a wide range of non-fiction and fiction texts.

The Early Adopter Framework and Development Matters documents will guide our planning and delivery of all areas of the EYFS curriculum and we will make use of published resources where they suit the needs of our learners.

Children will learn through a variety of teacher led, teacher supported and child led explorations with use of indoor and outdoor spaces as applicable.

Children will be assessed through observation and talk. Assessments will inform next step planning for each child. Children will be assessed against the ELG descriptors using Target Tracker.

3. IMPACT

This is a new framework so we are keen to see the impact it will have with this first cohort of children. We are hoping that the impact will be that they have a language rich introduction to school followed by a smooth transition into Year 1.