

Our EYFS Curriculum with Intent at Beaumont Primary School

Curriculum Intent – what we teach

Our intent is to deliver an ambitious curriculum for all children which provides Reception children with:

- the cultural capital they need to succeed
- an engaging and exciting environment which encourages them to problem solve
- a carefully monitored balance between learning through child initiated play and direct teaching to suit each cohort (and as much as possible, individual children)
- the emotional security they need to bounce back when faced with the challenge of developing new skills
- individually tailored support to maximise every child's progress.

We use the FOCUS Education Curriculum, as well as the following educational programmes: Bug Club Systematic Synthetic Phonics, Discovery R.E. and REAL P.E. We also work closely with all subject leaders to ensure that our cross curricular topic work lays the foundations for subject specific learning in later years. In addition to this, we adapt what we teach to enable children to develop the basic knowledge and skills they need to through their own curiosity about the world. For example, if they are particularly interested in dinosaurs, we provide them with small world play resources, books, letter formation practice, as well writing opportunities related to dinosaurs. In addition, our annual curriculum includes the following key experiences:

Visiting a church during Harvest Festival

Watching a performance

Taking part in a performance

Baking

Observing seasonal change and weather patterns on the school grounds

Mapping the school grounds

Observing the changing states of water

Exploring floating and sinking

Witnessing the life cycle of a butterfly

Implementation – how we teach

Our pedagogy is informed by up to date EYFS research. We incorporate basic skills into the daily routine. We start with "Guided Play" in September, during which we provide a carefully planned and stimulating indoor and outdoor environment, encourage uninterrupted child initiated play, and extend the learning when appropriate, with the intent of encouraging and supporting exploration, problem solving and metacognition. We use our formative assessment to adapt our teaching and the environment to match each cohort's needs and interests. Short 20 minute sessions of direct teaching, particularly of phonics (revisiting the Phase 1 work they will have done in Nursery), start on the first day of school in September. The first term is when we primarily focus on helping the children to secure the communication and language, physical, personal, social and emotional skills, knowledge and understanding which are the foundations which underpin their ability to access the specific areas of learning such as reading, writing and maths.

Towards the end of the Autumn Term and at the beginning of the Spring Term we introduce more adult initiated and adult led challenges, which encourage the children to develop the confidence to use their newly acquired knowledge and skills from direct teaching, with lots of tailored support for when they are learning to do things that they can't do yet. We encourage children to take ownership of their retained knowledge and skills so they are empowered with the confidence to have a go at reading, writing, exploring and creating anything they wish.

As the children progress through the year, they are encouraged to use their retained knowledge and skills with increasing independence, so that by the end of the Summer Term, they are moving towards a more Year 1 style of teaching and learning. This also helps us make accurate summative assessment which we share with Year 1 to ensure a smooth transition to the national curriculum.

Impact – how we ensure that all children succeed

We complete the Reception Baseline Assessment upon entry and use this and our own formative assessment throughout the year to create provision mapping to suit each child. Provision Mapping ensures that our Pupil Premium and SEND funding is appropriately used and is having an impact. The formative assessment is shared between staff members through daily discussions, formal meetings, observations on paper and on the Evidence Me iPad data programme. The provision mapping is updated every term. We do not keep exhaustive records, we aim to record the minimum required in order to jog our memories as required for formative and summative assessment. This is vital to ensuring that our staff are focused on the children rather than on keeping written records. We have a “no glass ceiling” approach so unless children are identified as having SEND, we expect them to achieve a GLD, even if they arrive in September with a baseline assessment that is below the expected level. If a child falls below the expected level at any time of year, this is when we would refer to Development Matters and Birth to Five Matters to analyse their progress in more detail and to plan the next steps for that individual. This level of analysis is not needed for children who are in line with expectations.

