



Curriculum Aims



Subject – EYFS Foundation 2

Aims & content of the EYFS curriculum at Mount Primary

Children follow the EYFS Curriculum and work through a range of ages and stages to achieve Early Learning Goals in a range of subject areas. This will focus on the three prime areas of **Communication and Language** (Listening, Attention and Understanding and Speaking), **Physical Development** (Gross Motor and Fine Motor) and **Personal, Social and Emotional Development** (Self-Regulation, Managing Self and Building Relationships) and the four specific areas of **Literacy** (Comprehension, Word Reading and Writing) **Maths** (Numbers and Number Patterns) **Understanding the World** (Past and Present, People, Culture and Communities and The Natural World) **Expressive Arts and Design** (Creating with Materials and Being Imaginative and Expressive)

Children will first focus on familiar themes based on their experiences so far such as themselves, their family, home and local area before expanding their knowledge to new experiences gained since starting school and onto wider abstract concepts.

They will focus on overarching themes such as themselves, celebrations and customs, the people who help them, traditional stories, growth and decay and the wider world around them which will enable them to investigate and explore a range of key skills in many different curriculum areas.

The EYFS curriculum and the opportunities for learning will be adapted to the stage of development each child is working at and towards. The outcomes from the continuous provision and focused tasks provided in the setting will allow each child to meet their own specific goals and challenges to progress through the relevant outcomes for their specific stage of development.

This flexibility and focused outcomes developed as key skills will be transferable across a range of themes and topics allowing children opportunities to revisit aspects of their learning in different contexts to overlearn and embed specific skills as well as to revisit the outcomes with greater focus and more challenge allowing for learning to take place at a higher or deeper level.

How do you know children have learned that knowledge?

The EYFS curriculum can be broken down into Early Learning Goals and then into a range of outcomes for each stage of development. These outcomes can be met through a variety of themes and teaching opportunities meaning they can be revisited and embedded throughout the year for example; Children may start the year talking about their birthdays and the celebrations and customs they have at home, before linking this to larger familiar customs such as Christmas and Easter, they will then look at celebrations in other cultures and the customs that different religious celebrations have. They will finally be able to compare and contrast their own customs and celebrations with unfamiliar festivals and religions.

Before children begin any new work there is always lots of opportunity for discussion and practical exploration which enables children to demonstrate any prior knowledge. This knowledge can be recorded as observations in learning Journals or as photographic evidence of practical work or recorded as written or drawn work in books.

This prior knowledge and any subsequent developed learning will be linked to the Development Matters outcomes and Early Learning Goals making continuous and enhanced provision and directed activities specific to assessment outcomes.

Due to the flexibility of the Early Years Curriculum many of the outcomes and skills children develop will be interchangeable and used across a range of curriculum areas for example children taking part in a circle time activity discussing past and present family events will be working towards Understanding the World, Communication and Language and PSED outcomes. These links and transferrable skills will enable children to constantly revisit and embed knowledge.

How the EYFS curriculum caters for all learners

Within the EYFS curriculum learning can be tailored to meet a range of needs. Children can work towards focused age and stage outcomes specific to their needs. Continuous provision can be enhanced to provide differentiated opportunities for learning and directed task outcomes can be specific to the learners needs.

Children's learning is recorded, assessed and tracked in a range of ways meaning opportunities for learning can be targeted to specific areas or needs. Disadvantaged children are highlighted and tracked closely to enable teachers to monitor their learning and provide immediate support if they are not performing as well as classmates.

SEND pupils are also highlighted in assessment and planning meaning focused needs can be met through more adult support, smaller group work or focused interventions where necessary.

Due to the constant verbal feedback and interaction with children and the close monitoring of work staff are able to pitch activities at a range of levels. Focused work is differentiated to make sure it provides a high level of challenge for all children. The class often works in smaller groups for focused tasks. This enables children to work on directed learning tasks with an adult to monitor and support challenges while open ended tasks in enhanced provision mean children have ambitious challenges in all areas.

Again children who may need even more challenge are targeted on planning so intervention groups and more advanced provision challenges can support their learning.

How does your content selection develop pupils' cultural capital? (knowledge they need to become educated citizens – introducing them to the best that has been thought and said and to appreciate human creativity and achievement).

The EYFS Curriculum is underpinned by the desire to develop children's sense of identity, understanding, relationships with others and a cultural understanding of themselves and the wider world. Children learn appropriate behaviour for a range of settings and experiences, they develop an understanding of their own feelings and beliefs and a knowledge of more unfamiliar cultures and religions. Children will learn to work together across the curriculum developing a tolerance and respect for others both within and outside of the setting. They will develop a sense of self and individual liberty as well as experiencing a range of stories and celebrations from other cultures to promote a respect for others spiritual and cultural beliefs. They will compare their own celebrations and customs to those of others, celebrating diversity in their own community and the wider world.

Children will have the opportunity to apply this learning in range of settings from their own classroom to outdoor learning areas, school trips and workshop experiences. Thus allowing them to fully understand and apply their knowledge, enquiry and problem solving skills across a broad and varied curriculum in a range of practical situations.