

# Norton and West Chinnock Schools Curriculum Statement

## EYFS



*'Learning Together for Excellence.'*  
 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'  
 Statutory Framework for EYFS 2021

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p>Our teaching sequence will:</p> <ul style="list-style-type: none"> <li>• Follow the Statutory Framework for the Early Years Foundation Stage, reflecting the three prime areas and four specific areas of learning.</li> <li>• Provide a progression of steps that support children in reaching their Early Learning Goals.</li> <li>• Create opportunities for children to develop independence and curiosity through child-initiated activities, as well as developing key skills through adult initiated and directed activities.</li> <li>• Provide opportunities for children to access activities through a wide and enriched curriculum that they may not have the opportunity to explore otherwise.</li> <li>• Learn through the characteristics of effective learning; by playing and exploring, being active and through creative and critical thinking challenges.</li> <li>• Enable the children to develop a mastery of phonic skills through our RWInc programme.</li> <li>• Through assessment, identify target groups of children who are 'emerging' in their learning and need additional support / intervention to get them to 'expected'.</li> </ul>	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> <li>• Children are well rounded, happy, inquisitive and successful learners.</li> <li>• Strong communication skills, both written and verbal.</li> <li>• Children take pride in what they do, striving to do their best.</li> <li>• Children have developed essential knowledge and skills required for everyday life and lifelong learning.</li> <li>• Children will be actively engaged in learning and their enjoyment of this learning will be apparent to all.</li> <li>• Children will actively ask questions about the world around them and their learning experiences and they will never fear making a mistake but see this as an opportunity to learn.</li> <li>• Children develop tolerance, compassion and an understanding of their rights</li> </ul>

**The curriculum leader will:**

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure staff have a secure understanding of the stages of development, to support children in their next steps.
- Develop a curriculum that is designed to recognise children's prior learning, both from previous settings and their experiences at home.
- The curriculum will be designed for children to succeed through cooperative and collaborative learning.
- There will be a strong emphasis on the Prime Areas: PSED, C & L and PD as the foundation building blocks. These specific areas will be invaluable for our children to be ready to access the Year 1 curriculum at the end of the year.
- Embed formative assessment strategies into every day practises to build up a qualitative profile of each child's progress and attainment.

**Our classrooms will:**

- Provide safe and secure environments where children can develop positive relationships with both adults and their peers.
- Encourage independence and success through cooperation and collaborative learning principles.
- Provide opportunities for the children to develop curiosity.
- Give children opportunities to explore both within the classroom and in the outdoor environment.
- Be inclusive to children with SEND and provide specific enhancements to allow children to progress.

**Books and Tapestry will show:**

- Pupils have experienced a curriculum that provides exciting and enriching learning experiences.
- The children have had opportunities for children to learn through educational visits and hands on experiences.
- That the children have engaged in a range of learning experiences to excite and enthuse their thirst for learning.
- Children take pride in their learning and achievements.

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> <li>□ Create curriculum goals that focus on the children of NSH and WCh and their needs.</li> <li>□ Ensure resources are of high quality and are engaging.</li> <li>□ Work in partnership with parents, carers and other settings to provide the best possible start.</li> </ul> <p>We will measure progress by:</p> <ul style="list-style-type: none"> <li>• Using checkpoints linked to statements in Development Matters each half term.</li> </ul>	<p>Our children will be:</p> <ul style="list-style-type: none"> <li>• Understanding towards the thoughts and feelings of others. They will develop positive and appropriate relationships with both adults and their peers, acknowledging the similarities and differences of one another.</li> <li>• Engaged and active in their learning.</li> <li>• Resilient in the challenges they face in their play and exploration, using their creative and critical minds. They will persevere in order to be able to achieve.</li> <li>• Developing skills, knowledge and understanding that enables them to be successful learners.</li> <li>• Independent in their day-to-day routines and supportive of others.</li> <li>• Safe and happy.</li> <li>• Kind and respectful to others and the school environment.</li> <li>• Confident to ask questions about the world around them.</li> <li>• Confident to explore new challenges and experiences.</li> <li>• Open to taking risks and making mistakes.</li> </ul>	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> <li>□ Discuss and celebrate children's achievements with the EYFS team across both schools, along with next steps in their learning.</li> <li>□ Provide ongoing CPD support on the outcomes of subject monitoring to ensure that the impact of the curriculum has breadth.</li> <li>□ Moderate judgements with other teachers through Local Authority meetings.</li> <li>□ Identify the impact of the curriculum by how 'Key Stage 1 Ready' the children are by the end of the Reception year.</li> <li>□ Ensure children make good progress, although children arrive from various starting points. We strive to achieve 80% of children reaching GLD.</li> </ul>
---	--	--