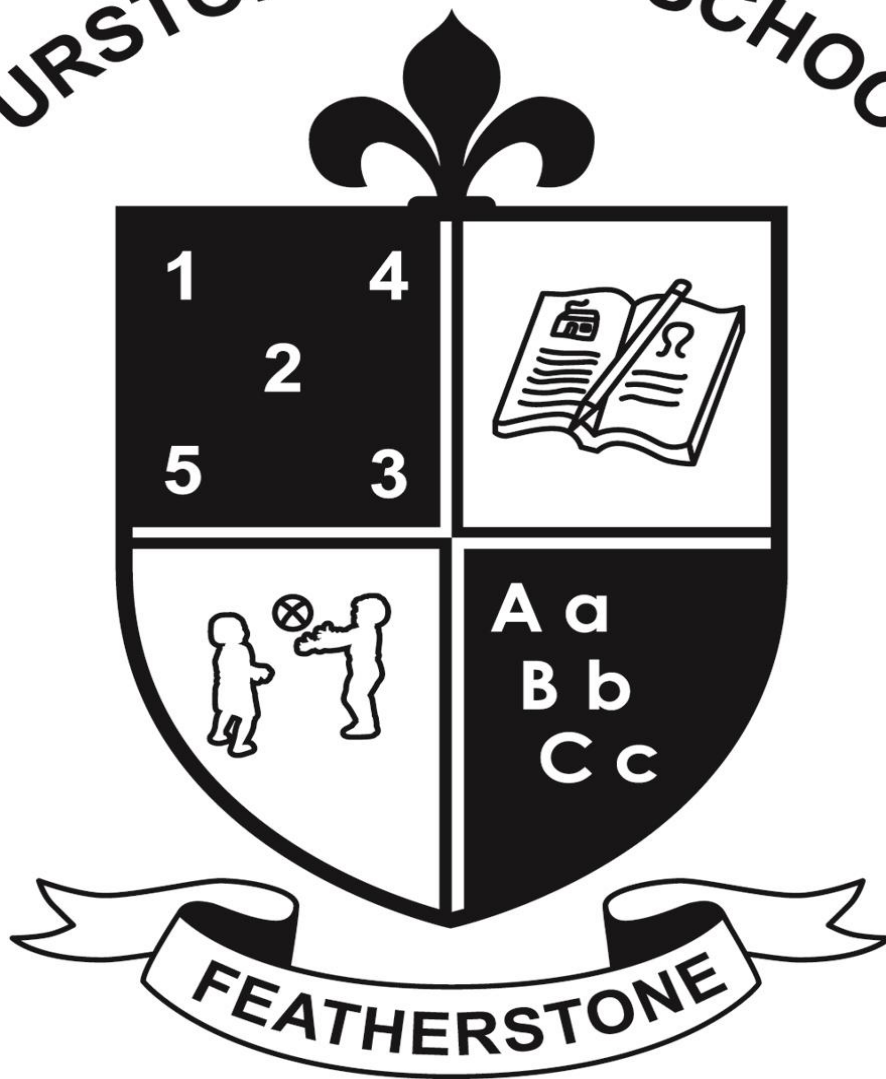


PURSTON INFANT SCHOOL



Foundation Stage
Curriculum Policy

Purston Infant School
Early Years Foundation Stage Curriculum Intent

At Purston Infant School, we follow our schools motto of 'Be the best you can be.' In our Early Years Foundation Stage, our personalised curriculum provides all children with the knowledge, skills and understanding they need to be confident, inquisitive, independent learners across all areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

We will make a positive difference to every child's life. We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential. Children at Purston experience the seven areas of learning through play-based learning and whole class/group teaching. This is through the children's interests, topics, themes, continuous provision activities, and phonics. Learning is planned by the staff to support the seven areas of learning and ensure progression.

At Purston we have developed our curriculum with eight key goals in mind. The curriculum goals we have set ensure coverage across the seven areas of learning and are designed to give our children lifelong skills to develop and succeed.

Purston Infant School
EYFS Curriculum Goals

Listen	To be a good listener and a confident talker
Care	To care for themselves and others
Move	To move their bodies with good balance and control
Read	To read and talk about a story
Write	To write a simple sentence and tell an adult what it says
Count	To count, recognise, order and write numerals to ten
Investigate	To investigate and ask questions about the world around them
Perform	To share or perform a creation of theirs to others.

Early Years Foundation Stage Curriculum Implementation

Our curriculum is based upon topics that interest and engage our children. We take time to get to know children's interests, their likes and dislikes. Throughout their time in Foundation Stage, children develop their understanding through playing, talking, observing, experimenting, repeating, reflecting, and responding to adults and to each other.

At Purston, our curriculum follows the EYFS Statutory Framework, planning and teaching across Three Prime Areas and Four Specific Areas:

- Communication and Language
- Personal Social and Emotional Development
- Physical Development.
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We use Development Matters and Birth to Five Matters to support the delivery of our curriculum in EYFS and use differentiated 'I can statements.'

High quality learning environments (both inside and outside) reflect our children's current learning and provide opportunities for children to be independent, challenged and develop and consolidate learning across all seven areas of learning.

Opportunities for speaking and listening are embedded in daily routines to develop language and communication. We ensure that our Early Years practitioners teach and model aspirational vocabulary. We provide a language rich learning environment, which supports our children to develop in the seven areas of learning.

The delivery of differentiated Floppy's Phonics sessions are embedded in our daily routine and we develop a lifelong love of reading

The delivery of differentiated maths and literacy sessions are carefully planned and embedded in our daily routine.

Areas of learning are reviewed regularly and changed to meet children's needs, reflect interests and ensure progress.

A range of stimulating and engaging activities which our children can access independently are provided and ensure opportunities for child-initiated play/independent learning.

We believe in providing exciting learning opportunities both indoors, outdoors and through the wider environment e.g. visitors and trips in our local area and wider community

We ensure regular contact with parents/carers to update them on children's progress and achievements, such as, Parents' evenings and daily contact with key workers.

Our children's achievements are celebrated and we use Class Dojo as a school/home partnership to share these.

The Early Years team use OTrack effectively to assess children's attainment and progress and plan for next steps.

Early identification and intervention is in place for any children needing support, including support from our SEND co-ordinator and outside agencies.

Early Years Foundation Stage Curriculum Impact

With the introduction of the EYFS Statutory Framework 2021, our expectations are that:

- Class teachers use their professional judgements to make formative assessments, which inform future planning and ensure that all children build on their current learning.
- Taking into account children's starting points, the majority of children make good or outstanding progress across all areas of the EYFS curriculum.
- GLD is becoming more in line with the National average.
- Gaps are narrowed between disadvantaged and vulnerable groups.
- Evidence in floor books and children's phonics, maths and literacy books support progress made in all areas of the EYFS curriculum.
- Floor books and children's phonics, maths and literacy books are monitored regularly by subject leaders.
- Assessment judgements are moderated both in school and externally with local schools.
- The majority of children are ready for the next phase in their education as the foundations are secure.