RPS EYFS Curriculum Statement

Intent

At Repton Primary School we aim to prepare our young children to flourish and thrive in the wider world.

We will nurture and develop their mental wellbeing, alongside their physical development. We aim for our children to become confident individuals and have a positive attitude towards their learning. We want help each child to achieve their potential by ensuring that they are emotionally ready to learn. We will nurture their curiosity and help them to become resilient, thoughtful and creative.

In EYFS we wholly encompass our school ethos of "we respect, we take pride, we succeed" and we nurture their personal, social and emotional development. We aim for our children to become independent, feel valued and feel safe and secure. If the children are happy, then they are ready to learn and will be open to new experiences.

We want our children to know that it is okay to make mistakes and that they can learn from their mistakes. We want our children to be willing to try new things in a supportive environment. We want them to develop their spiritual and emotional side and be able to think for themselves and make appropriate choices.

We will provide a broad and balanced curriculum to support the children's interests and encourage them on their educational journey. We know that children start school with different experiences and we plan our learning to take into account the range of starting points.

We will provide topics to engage all children and we will build on their individual interests in order for to develop their experiences of the world around them. We have high expectations of all of our learners and provide quality learning opportunities to support them.

Diversity is intrinsic to our learning and we treat all children equally, irrespective of race, gender or SEND, allowing for all children to be successful.

Implementation

At Repton Primary School we provide a broad and balanced curriculum, which builds on the knowledge and understanding of all children, regardless of their starting points. We want to develop curiosity and a thirst for learning. We will do this by planning exciting topics to provide a good understanding of the world.

We provide carefully planned sequences of activities, presenting meaningful experiences, developing the characteristics of effective learning.

We will ensure high quality interactions with the children to develop their speaking and listening skills, their understanding, provide challenge and to promote the use of new vocabulary. We will also provide high quality questioning and address misconceptions. Our staff will act as role models to support the development of speaking and listening and social skills.

To ensure maximum learning potential, we provide an engaging and purposeful learning environment. All activities are well planned to promote the development of key skills. We provide high quality learning and opportunities for investigation and exploration, both inside and outside. We support the children to think through their ideas and we share and celebrate their successes with them.

We provide a range of teacher led, whole class, small group and individual learning opportunities. Children are encouraged to share their thoughts and ideas during whole class and small group discussions. We also provide in the moment learning through careful and precise questioning. We encourage the children to become independent thinkers by explaining their thoughts and make predictions.

Our understanding of the world learning is enhanced through carefully chosen enrichment activities such as drama workshops, visits to the church, theatre and zoo and by selected visitors invited in to talk to the children, for example police, firefighters, nurse, dentist or road safety officers.

Phonics

Phonics is taught as a daily discreet lesson, using the Monster Phonics scheme. Each phoneme relates to a monster from Monster Phonics land. Through this method children quickly make links between sounds and letters, or groups of letters. The children learn the initial sounds by seeing, hearing and performing a matching action. Blending skills are taught, quickly leading to the reading of words and sentences. The children also learn to write words, and then sentences using their blending and segmenting skills. Phonics skills are also embedded throughout the whole curriculum and the learning environment. Tricky words and common exception words are also taught in phonics sessions helping the children to readily identify and read these in sentences and books. Assessment of phonics is carefully built into the phonics

programme and extra support and interventions are put in place to help children to keep up, rather than catch up.

Reading

Reading is taught and promoted through a variety of measures. An interest in books is developed by sharing a variety of high quality books. The children are read to regularly to build up their love of a story. This not only promotes a love of books and reading, but exposes the children to a wealth of vocabulary. The children are encouraged to talk about the story and the characters. The value of good quality non-fiction books is also promoted when introducing and discussing new topics. Both fiction and non-fiction books are available throughout the learning environment to support play and discovery in all areas. The children are also encouraged to engage with books in our well-stocked and maintained reading area. High quality, purposeful print is also available to see on displays around the classroom.

Songs and rhymes are also sung regularly to support the children's language development.

Reading books match our Monster Phonics scheme. They are chosen carefully for each child to closely match their reading level and to develop the phonics skills they have learned. The books develop word recognition, phonic development and language and comprehension skills.

Writing

Children practice pre-writing skills in carefully planned activities around the classroom to develop their fine motor skills. During the first term, the children take part in daily "squiggle while you wiggle" sessions, that then lead in to letter formation and handwriting sessions. By term two, "squiggle while you wiggle" is replaced by daily handwriting sessions. The English curriculum is taught using Talk for Writing (T4W) in EYFS. However, for the first few weeks the children practice hearing and writing initial sounds and simple cvc words. When moving onto T4W, children develop their literacy skills by the imitation of stories that they learn using actions and story mapping techniques. When ready, they then move on innovating a well known story by including their own ideas. The children also have opportunities to write non-fiction and personal accounts. They also have the opportunity to show independence in their writing by planning and writing their own stories and accounts. Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week. Language and phonics skills are promoted throughout writing sessions. Adults also model writing on a frequent basis to demonstrate writing skills.

Maths

The maths curriculum is taught through White Rose Maths. Children are taught to subitise small quantities of objects from the very beginning. They are taught to make comparisons between sets of objects and see numbers within numbers. For example within five seeing a three and a two, a four and a one, or a two, a two and a one. They are taught key vocabulary and sentences so they are able to articulate about numbers. In EYFS maths, the children are taught to see patterns in objects and use five frames and ten frames to visualize numbers clearly. We use concrete resources in early years, and by the third term children start to record simple calculations and solve problems. Carefully planned activities are provided in the general provision to support key skills in maths. Maths is also promoted throughout the learning environment as part of continuous provision and through adult interaction when supporting play.

Assessment

Both formative and summative assessment are used to track the progress of the children. Progress and attainment are carefully monitored through detailed observations and activities. Next steps in learning are planned from these. Attainment is recorded on the school's assessment tracking system. Parents and carers are invited to share in their children's learning through our on-line learning journey, Tapestry. They can also add a comment. Parents can also add to the learning journey by uploading experiences from outside the classroom, at home.

Impact

The children will interact confidently with their peers and have high levels of engagement with their activities. They will be confident to try new things and will be curious about the world.

The children will be able to work together and will be skillful at solving problems. They will have effectively developed their personal levels of resilience and independent learning skills.

They will communicate well with others and will have a greater wealth and understanding of language and vocabulary. They will be able to listen to others and respond to what others say and do.

Children will actively ask questions about the world around them and their learning experiences and they will never fear making a mistake but instead see this as an opportunity to learn. Children will be able to make links with their learning, develop their skills as they are able to use and apply skills learnt within their learning across the curriculum. The children will make excellent progress from their starting point and feel happy and valued so that they are well prepared for their transition into Y1.

Children will know that everyone is special and everyone is valued. They will have developed essential knowledge and skills required for everyday life and lifelong learning. Children at Repton Primary School will be well rounded, happy, inquisitive and successful learners.