



## Eaton Square School EYFS Curriculum Policy

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### Aims and Objectives of our EYFS Curriculum

- To meet the individual needs of all the children. To deliver personalised learning, development and care to help the children get the best possible start in life.
- To promote positive attitudes to diversity and difference within all the children. This includes making sure the children feel safe, included, and valued. That everyone is treated as an individual, is respected, listened to, and not discriminated against.
- To work in partnership with families.
- To provide well-planned experiences and activities, based on the children's interests, both indoors and outdoors, and to promote an enjoyment of learning through play, discussion, and discovery.
- To provide, plan and resource a challenging, child centred environment which supports and extends the children's learning and develops their language and communication.
- To support each child in a secure but challenging environment with effective adult support and direction, so that they can learn to make sense of the world; build on their ideas and skills and learn how to understand the need for rules.
- To emphasise and model good manners, social skills and an awareness and appreciation of both their environment and the needs of others.
- To encourage each child to have a sense of worth, whatever their ability.
- To ensure that activities promote emotional, moral, spiritual, and social development, together with intellectual development.

### Our Curriculum provides:

At Eaton Square our curriculum provides:

- Quality and Consistency – so that every pupil makes good progress.
- A Secure Foundation – through planning for each individual child, as well as, through assessment, and review.
- Partnership – between our Early Years Professionals, Parents, and Carers.
- Equality of Opportunity – and anti-discriminatory practice, so that all our pupils are included and supported.



## The Early Years Foundation Stage Principles

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Our curriculum meets the needs and requirements of the Early Years Foundation Stage framework (EYFS). It incorporates the Early Years Foundation Stage principles, which guides the work of our Early Years practitioners.

- **A Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, where adults respond to their individual interests and needs and there is a strong partnership between the practitioners and parents and carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## The Characteristics of Effective learning

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The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected. The ways in which a child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

## Areas of Learning

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The **Prime Areas** begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

**Prime areas** are fundamental, work together, and are move through to support development in all other areas.

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

The **Specific Areas** include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

**Specific areas** include essential skills and knowledge for children to participate successfully in society.

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**



Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Self-Regulation
	Building Relationships
Physical Development	Managing Self
	Gross Motor Skills
Communication and Language	Listening, Attention and Understanding
	Speaking
<b>Specific areas</b>	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with materials
	Being Imaginative and Expressive

## Educational Programmes for the 7 Areas of Learning

Our EYFS curriculum focuses initially on the 3 Prime Areas of development and goes on to develop 4 Specific Areas which help all Early Years Practitioners to observe, plan and assess activities with the children, based on their individual interests, development and needs.

At Eaton Square School, we plan activities and experiences for children, as set out in the EYFS framework, under each of the areas of learning:

### Communication and Language

At Eaton Square School, we understand that the development of our pupils' spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our EYFS staff help build children's language effectively. We believe that reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Equally, through



conversation, story-telling and role play, where pupils share their ideas with support and modelling from their teachers, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **Personal, Social and Emotional Development**

At Eaton Square school, we strongly believe that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We promote strong, warm and supportive relationships with our pupils and this enables them to learn how to understand their own feelings and those of others. We also use the Zones of Regulation as a tool for children to understand their emotions and reactions to social situations. We support our pupils to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, our pupils learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Children's gross and fine motor experiences develop incrementally throughout early childhood. At Eaton Square School, we plan games and provide opportunities for play both indoors and outdoors, and we support our children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy. We also provide repeated and varied opportunities for children to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. The feedback and support provided from our EYFS staff, allows children to develop proficiency, control and confidence.

### **Literacy**

At Eaton Square, we promote a love for reading, which is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught from Reception, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). We work on sound recognition (environment, sounds, etc.) from an early age to set out strong foundations so the children have a better grasp and understanding of the sounds and letters later on when they are introduced to our RWI program.

### **Mathematics**

At Eaton Square School, our children develop a strong grounding in number which is essential to expand the necessary building blocks to excel mathematically. Children are taught to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding, such as using



manipulatives, including small pebbles and tens frames for organising counting. Our children develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We encourage our pupils to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to their teachers and peers about what they notice and not be afraid to make mistakes.

### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. We give the children access to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across the different areas of learning.

### Expressive Arts and Design

At Eaton Square School, we support the development of the children's artistic and cultural awareness which helps develop their imagination and creativity. Our pupils have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in helps develop their understanding, self-expression, vocabulary, and ability to communicate through the arts. We believe that the frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## Early Learning Goals

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The level of development children should be expected to have attained by the end of the EYFS (once they have finished Reception, at the age of 5) is defined by the early learning goals (ELGs) as set out in the Early Years Framework. These support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. These are the ELGs:

### Communication and Language

**ELG: Listening, Attention and Understanding.** Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking.** Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



### Personal, Social and Emotional Development

**ELG: Self-Regulation.** Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self.** Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships.** Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Physical Development

**ELG: Gross Motor Skills.** Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG: Fine Motor Skills.** Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

### Literacy

**ELG: Comprehension.** Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading.** Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing.** Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.



- Write simple phrases and sentences that can be read by others.

### Mathematics

**ELG: Number.** Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**ELG: Numerical Patterns.** Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Understanding the World

**ELG: Past and Present.** Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities.** Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World.** Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Expressive Arts and Design

**ELG: Creating with Materials.** Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive.** Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.



- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Development Matters

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Development Matters helps us to support children's learning and development. At Eaton Square we:

- Observe our children as they act and interact in their play, everyday activities, and planned activities, and learn from parents about what the child does at home (**observation**).
- Consider the examples of development observing what our children can do to help identify where the child may be in their own developmental pathway (**assessment**).
- Consider ways to support our pupils to strengthen and deepen their current learning and development (**planning**).
- Where appropriate, we use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**).

## Summative Assessment

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The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points:

- In the Prime areas between the ages of 24 and 36 months (2-year check).
- At the end of the EYFS Profile in, Reception, as children begin to transition into KS1 (full report in all areas of learning).

At Eaton Square School, we also provide full reports in all areas of learning in the Autumn and Summer terms, as well as a short report in the Spring term, outlining the children's progress in all areas since the beginning of the academic year. Summative assessments support information sharing with parents, colleagues, and other settings.

## Children Interests and Learning

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Our Early Years team recognise the use of clear, focused learning intentions as an effective tool in gaining intended learning outcomes.

Child initiated learning is valued and encouraged. Through adult led activities, we introduce new concepts and knowledge, the progression of which can be led by the children through enabling environments and continuous provision.

Each topic is enhanced through a variety of first-hand experiences. These give our children a shared experience through which to explore and develop language, knowledge and skills. Constructed and deconstructed role play is also seen as a valuable tool to support delivery of the curriculum and the development of key language skills.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in school learning at home. Parents are also encouraged to inform the





school of their child's interests and achievements at home as these are an essential part of each child's learning journey.

## Children with Additional Needs and Disabilities (SEND)

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We plan for each child's individual learning requirements, including any child who may require Learning Enrichment or Support or has individual needs. The focus is on removing barriers for children where these exist, barriers which may affect their learning.

Our aim is to:

- Provide for those who need help with communication and language skills.
- Plan where necessary to develop understanding using all available senses and experiences.
- Provide additional assistance for those requiring literacy support.
- Help children who have difficulties with behaviour to take part in learning effectively.
- Plan for full preparation in learning, in all physical and practical activity.

## Children with English as an Additional Language (EAL)

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We provide learning opportunities to help the children develop their English and we provide support to help them take part in other activities by:

- Providing a range of opportunities to use their home language (s) so that their developing use of English and other languages support one another.
- Providing listening activities in English with their friends and teachers.
- Providing bi-lingual or multi-lingual support
- Providing a variety of reading/writing opportunities in the child's first language as well as in English.
- Providing opportunities for children to hear their first language at school as well as English.

## The Impact of a Strong EYFS Curriculum

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At Eaton Square School, we believe that the impact of a strong EYFS Curriculum is that all children make progress from their individual starting point. All children, get the best possible start to their school life and develop the knowledge and skills to reach their full potential. They develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others, and their environment. This allows them to carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

We assess the impact of our curriculum by:

- Completing daily evaluations of all planned activities.
- Taking photographic evidence, supported by written observations of the children during both their work and play sessions.
- Assessing each child's individual progress.



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- Scheduling weekly meetings where planning and the pastoral well-being of all children is a focus.
- Having a Key Person/teacher to ensure that every child's learning and care is tailored to their individual needs.
- Ensuring that we communicate effectively by scheduling regular meetings and having an open-door policy.
- By ensuring that we request annual parent questionnaires, for feedback.
- Through repetition of learning objectives to consolidate learning.
- By providing continuous provision activities.
- By ensuring that we follow the children's interests.