



Buttercup Nursery EYFS Curriculum - Intent, Implementation and Impact



Intent: why do we teach what we teach?

At Buttercup Nursery, we place great value on the development of children as individuals, by promoting the skills, knowledge and understanding they need in preparation for Reception, Key Stage One and beyond.

Our aim in Buttercup Nursery is to build strong foundations through an enabling environment with quality teaching and support from adults, so that our pupils can be successful and curious life-long learners.

The unique child is the most valuable aspect of learning. The curriculum is therefore the cultural capital we know our pupils need, based upon their personal circumstances, so that they can gain and build upon the knowledge, skills and understanding they require for success. The play provision provides new knowledge and allows children to develop, enhance, rehearse, and consolidate skills.

By embedding the right habits for learning through the characteristics of effective learning (play and exploration, active Learning and Creative and Critical Thinking) and promoting British values children learn how to listen, speak, and meet the high expectations for behaviour by working together, respecting one another and being kind.

Following the children's personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

Through the warm and enabling environment, skilful adult interactions support the children as they begin to link learning to their play and exploration. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas.

We value our parents and carers and work collaboratively with them to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

Implementation: how do we teach what we teach?

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured but flexible to allow the interests and spontaneous learning of the children.

There is direct teaching for, maths and phonics 4 times a week with regular circle time sessions to focus on PSED, wellbeing, art/music and topic time.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
 - **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
 - **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. **We believe depth in early learning is extremely important, therefore plenty of opportunities for children to practise, revisit, discuss and consolidate learning are available at all times within the provision.**

Reading is at the heart of our curriculum. Children follow the highly successful Read, Write Inc program so that they meet good outcomes for reading. A story and nursery rhyme of the week promotes vocabulary, and a love of books and stories.

Early literacy skills for phonics promotes good listening skills and allows children to become familiar with sound/s with links to letters. In Buttercup nursery, we start with listening games and for general sound discrimination as a basis to begin phonics, introduce new vocabulary and get talking. We then move on to activities involving body percussion, rhythm and rhyme, alliteration, voice sounds and then onto blending and segmenting.

Nursery pupils begin to develop key maths skills during planned weekly sessions, where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together. We have a range of additional interventions and support to enhance and scaffold children where it is required. The characteristics of effective learning are reflected in our observations of the children and are used to support progress further.

Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment. Exploratory learning and thinking creatively including problem solving across all areas of learning. New vocabulary and concepts through reading will excite and engage all learners, which includes staff modelling standard English and asking high quality questions.

The curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

Impact: how do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at how children are learning, through the characteristics of effective learning. This is achieved by talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals.

The class teacher and teaching assistants use **ongoing observational assessment** to identify children's starting points and plan experiences, which ensure progress. Evaluations are undertaken daily and the information is used to plan learning experiences and next steps so that knowledge and skills are built upon.

During each assessment window, each half term, the class teacher will update the progress children have made on Target Tracker, which allows us to assess the impact of teaching and evaluate. Specific learning and development targets are implemented as a result of this information, which support any gaps within the curriculum expectations. By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.

Evidence of children's learning including observations, work samples, pupil voice, photographs and contributions from parents are available to view as a part of the children's 'online learning journals'.

Our curriculum and its delivery ensure that children make good progress. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.