

# Progression of Skills and Knowledge Document



## ***EYFS at Moorfield***

**Here at Moorfield we provide a safe environment in which children can experiment, explore and progress in their own creative ways.**

**Curriculum intent:**

At Moorfield, we provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced. Every child is an exceptional individual, and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world.

**Our EYFS curriculum is driven to:**

- Recognise children’s prior learning and experiences (influenced by their home and community),
- Provide first hand learning experiences (filling the gaps from pupils’ background),
- Allow the children to develop interpersonal skills, build resilience and become critical and creative thinkers.

**Our aims:**

Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points. (We belong to a tightly knit community where we promote positive relationships and attitudes to learning where we enthuse aspiration for both children and their parents).

Plan for our children’s interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge.

Provide our children with a wide range of rich, first-hand experiences to take the curriculum beyond the classroom.

Foster the development of each child’s character, personal development, health and wellbeing and preparing them to make a valuable contribution to society.

Provide purposeful, enticing and well planned indoor and outdoor environments which supports learning in all areas of the curriculum.

Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

### **Implementation:**

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We value, respect and care for all our children here at Moorfield. Each child is unique and brings an irreplaceable value to our classrooms. We provide a curriculum which is based upon their interests, accessible to them and links to the world around them which they know and understand.

### **The principles that guide the work in the EYFS are grouped into 4 themes:**

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development: three prime and four specific areas.

### **Prime Areas**

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

### **Specific areas:**

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

We teach a wide range of foundation subjects across the EYFS. Science investigations and curiosity is developed through our 'Understanding the World' themes. Social, moral, spiritual and cultural development, including studying British Values is incorporated into circle times alongside both 'Understanding the World' and 'PSED'. We learn about different cultures and places in the world many times throughout the year including Chinese New Year, Christmas, Diwali and Eid celebrations. We find our families country of origin on Google Maps and we have a wide range of variety of resources in our classroom which

are sourced from many cultural backgrounds. This enhances the children's understanding of where objects and patterns come from, especially tailored to our current cohort of children.

We recognise children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things, and have a go.

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We use our children's interests and curiosities to develop our topics every year. Each year, several topics will be similar (Christmas, People Who Help Us, minibests, Diwali etc.) and others will be completely based on what the children would like to learn about. This ensures the curriculum here at Moorfield is broad, diverse, balanced and stimulating for the children in our care.

During independent learning we are able to encompass new ideas and thoughts there and then, in the moment. In the moment planning allows staff to harness teachable moments and use these to their advantage. Having continuous provision in our environment allows both staff and children to have resources they need at their fingertips. Pre-planned activities which link to themes and carpet time learning opportunities are given in addition to continuous provision for those children unsure of where their curiosity will take them next.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program faithfully so that they meet good outcomes for reading. In line with our Philosophy for Children approach for KS1 and KS2, Reception have a questions of the day to answer. We use these to stimulate dialogue among pupils, staff and families.

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily maths carpet 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** but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, 1-1 RWI sessions, Nurture groups and Speech and Language group sessions. On a 2 weekly basis, we work closely with our buy in Speech and Language therapist to ensure we meet the needs of those children who have communication and language difficulties. Staff also use 'pinny time' which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals.

**Impact:**

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, observing their learning experiences, and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make good progress toward their age-related expectations before transitioning into Year One. We work to ensure our children develop into confident and positive learners, who are excited by new challenges and not put off by difficulty. We endeavour to ensure that our children leave the EYFS ready to move with confidence into KS1 and their lifelong learning journey.