## St Briavels

# **EYFS Curriculum**

### What do we want children to learn?

Our ethos and vision:

At St Briavels School we believe that every child deserves the best possible start in life and children are encouraged to 'strive to be the best they can be'.

The curriculum intends to meet the needs of all individuals. It is designed to show progression to meet or exceed the Early Learning Goals.

Each term a new 'enquiry' is introduced to the children. Enquiries are adapted to the needs of the cohort according to their next steps and interests.

The enquiries are designed to:

- **'Immerse'** children in the learning e.g. introducing new skills, concepts and vocabulary through rich play provision,
- 'Practice' opportunities to practice and refine new skills
- 'Challenge' children are challenged to demonstrate their new understanding and skills.

Children have opportunities to remember and connect the small steps they have been taught.

Each enquiry builds on progression of what the children can already do and need to do next to move their learning forward.

The final enquiry 'what makes a great story' enables children to use their reading and writing skills they have practiced throughout the year to write a great story. We have set stories that the children learn in Sunflowers and Bluebell class. Using the 'Talk for writing' approach by Pie Corbett children retell stories using actions, story maps and learn new vocabulary.

#### **Implementation**

How will we help children progress in the seven areas of learning?

We recognise that children need time to rehearse and embed skills throughout the seven areas of learning. The curriculum encourages children to explore and achieve within the 'characteristics of effective learning'. At the heart of the curriculum is a knowledge of how children learn and can be taken forward in their learning. Using observation and a variety of teaching approaches we assess the children's needs and next steps. Planning is adapted in the moment, daily and weekly to meet the children's needs and interests.

Phonics and Mathematics is taught discretely and also embedded in the continuous provision.

A long term plan is followed to ensure progression and coverage of skills.

### **Cultural capital**

We recognise that children come from a variety of backgrounds with varying life experiences. Children experience the 'awe and wonder' of the world they live, through the seven areas of learning, some of the ways we do this is by:

- Utilizing our strong community links members of the community are invited in to play
  musical instruments and read stories. We explore the local park, forest school area and
  castle.
- Local poets and authors enrich our curriculum
- Children's experiences outside of the village and school are very important. School trips to larger places (cities, train stations, places of worship) are encouraged and meet the needs of the cohort.
- Forest school takes place weekly at our offsite venue

The curriculum is designed for children with SEN and other needs to access and achieve to their full potential. Adapting the curriculum to ensure every child meets their full potential is essential.

#### **Impact**

- The impact of the curriculum is shown through what the children know and can do
- We decide what happens next after observing and planning to the children's needs and interests
- Attainment and progress is shown in the careful tracking of pupils on the whole school tracking system
- Readiness for the children's next stage of learning is shown in our end of year data. A 'Good Level of Development'. The curriculum aims to prepare children for their next phase of learning into year one.