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| **The EYFS Curriculum at Excalibur**  The Early Years Foundation Stage 2024/25 – Pre-school |
| The EYFS has 7 areas of learning.  **The Prime** areas are: communication and language, physical development and personal, social and emotional development.  **The Specific** areas are: literacy, mathematics, understanding the world and expressive arts and design.  Each area involves the children in activities and experiences that facilitate learning and take into account the background and interests of the children as well as local, national and international events (e.g. National bee day or Diwali).  The Characteristics of Effective Learning **playing and exploring**, **active learning** and **creating and thinking critically** permeate through all 7 areas of learning.  ‘Development Matters’ contains non-statutory curriculum guidance for the EYFS. It offers a top level view of how children develop and learn. The guidance sets out the pathways of children’s development in broad ages and stages (0-3 year olds, 3-4 year olds and, reception).  ***“Language is the foundation of children’s learning and thinking. The development of children’s spoken language underpins all seven areas of learning and development”*** (Development Matters). With that in mind children’s communication and language is at the heart of our curriculum. |
| **Expectations**  On entry to our Excalibur pre-school, most children start broadly in line with the national average, at the beginning of the 3-4 year old statements from Development Matters. However those children who have just turned three may be within the statements for 0-3 year olds. When they leave the EYFS most children’s development will be working securely in the 3-4 statements. Some children may be beginning to work within the reception statements.  **Shaping the Curriculum**  PSED is crucial for children to lead happy and healthy lives. At Excalibur we have shaped our curriculum across the whole school to reflect this. Our children come from many different backgrounds with some children attending other settings prior to starting, whilst others have no previous experience. We recognise the importance of developing warm and supportive relationships with adults in the setting and for children to feel safe and secure. Some children may require an adaptation in transition arrangements to help establish this. We are flexible, working together with parents and carers to ensure a successful transition into our pre-school.  Our curriculum focuses on developing muscle memory and core strength through both large scale and small scale movements to help children to develop their fine and gross motor skills. We do daily ‘Dough Disco’ and ‘Funky Finger’ sessions as well as the highly regarded ‘Squiggle Whilst You Wiggle’ programme. There is a clear progression to teach cutting skills and encourage mark making. Children have access to a wide range of tools and mark making implements in both the indoor and outdoor environment. Access to large climbing equipment in our A frame and Trim trail areas help teach children to balance, jump, climb, assess risk and develop upper body and limb strength. Indoor hall sessions also help children to develop their fine and gross motor skills as well as listening skills.  Early phonic skills are taught through songs, rhymes, listening games and weekly Rhythm Time sessions. After researching the benefits of ‘Helicopter stories’, our children take part in regular sessions telling stories and performing them with their friends. We know that reading regularly to children and actively engaging them in stories, songs, non-fiction, rhymes and poems and then providing them with opportunities to use and embed new words in a range of contexts allows them to thrive. Adults in the setting model quality conversations, interactions, story-telling and role-play. Children are encouraged to be part of this supported and challenged to share and extend their thoughts and ideas and become comfortable using a range of rich vocabulary. Talk is promoted and encouraged through the ShREC model.  Our morning routine uses 5 frames for self-registration, as well as songs and rhymes, to ensure that children are making connections and relationships and developing a deeper understanding of numbers. We have created an open ended maths rich environment whereby maths talk and maths learning can take place whenever and wherever both inside and outside. Maths and maths talk is everywhere. We use the ‘Master the Curriculum’ maths scheme to shape our maths teaching. This is then built upon in reception and the rest of the school through the White Rose maths scheme.  In Understanding the world children learn about their immediate locality so they learn about places around our school and grounds. They learn about familiar features such as houses, the train station and shops, building on their everyday experiences and talking about what they see in Alsager and beyond. They encounter distant places through topics and stories and when sharing personal experiences. The children observe and discuss the weather regularly, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. The children also learn about the different jobs which people do in our community. They learn and understand History by talking about the very recent past. They begin to use language like ‘yesterday’ and ‘last week’. They use their senses to explore the world around them noticing change/difference. Noticing what happens to ice on a warm day.  Our expressive arts allows children an outlet for their imagination, thoughts and ideas. Helicopter stories allows children to tell and perform their own stories. Children move expressively through music during daily ‘Dough Disco’, other songs and rhymes. They take part in an additional weekly Rhythm Time session. |
| ***Intentions for entering Reception***  Our children will be confident learners who can manage themselves with some independence e.g. put on their own coat and shoes, manage their toileting needs. They can follow simple instructions and routines and are able to listen to a story, song or rhyme and join in, if it is familiar. |