



STEETON PRIMARY SCHOOL

RECEPTION CLASS

EYFS CURRICULUM



THE UNIQUE CHILD

POSITIVE RELATIONSHIPS

ENABLING ENVIRONMENTS

LEARNING & DEVELOPMENT

RECEPTION CURRICULUM AT STEETON PRIMARY SCHOOL

INTENT

At Steeton Primary School our focus is to ensure children are happy, inquisitive learners with the skills, knowledge and understanding to support them on their journey through EYFS. Our carefully structured EYFS curriculum is firmly rooted in the four overarching principles taken from the Statutory EYFS Framework: the 'unique child', valuing the importance of 'positive relationships' and establishing 'enabling environments' and understanding the 'importance of learning and development'.

Experiences hugely impact our pupils' lives; we recognise that each child has taken a different path to school, each having a different perspective, background, needs and interests. Our curriculum is designed to outline the important things we want our pupils to learn, alongside having the flexibility to adapt our practice to the individual needs of the pupils. The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

We place an emphasis on developing children's personal, social and emotional wellbeing alongside their communication and language knowing this allows our pupils to understand themselves and be a positive part of our community. Warm, trusting relationships with practitioners allow children to deepen their understanding through thoughtful skilled interactions whilst they follow their own interests and ideas and make sense of the world around them. We value independence, imagination and creativity which is reflected in our meaningful and carefully planned indoor and outdoor provision. Trips, visitors and experiences ensure our children's learning is enriched, meaningful and effective.

We develop a love of reading, see the joy in number and the wonder of writing as we build the children's early academic success which supports their school journey. Our children recognise the excitement, and challenge, of learning and are supported in adopting habits which instill effective learning: play and exploration, active learning and creative and critical thinking.

Our Early Years curriculum is the foundation to the intentionally planned and sequenced 'Steeton Curriculum' and it is clear what the end points of the Early Years curriculum is, what pupils need to know to successfully reach these end points and how these build towards further study in KS1 and beyond.

IMPLEMENTATION

The four guiding principles from the Statutory Framework have shaped the planning of the Early Year curriculum: the unique child, positive relationships, enabling environments and the importance of learning and development. A framework has been created for long term planning which gives structure and coherence to the curriculum.

We have decided to use Development Matters to design our effective curriculum; we found it provides a clear, research-informed framework for supporting children's learning and development from birth to age 5. Using this alongside the EYFS statutory framework, our Early Years staff have developed long term and medium term plans together for both teacher-led learning and provision-based learning. They meet weekly to plan for the indoor and outdoor classroom looking at planning, evaluation and the progression of learning occurring at that time and are flexible to changes that need to happen.

Development Matters puts a focus on 7 Key Features of Effective Practice, which we have used to help guide our curriculum planning:

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

The Early Learning Goals (ELGs) from the EYFS Framework are not meant to be used as a curriculum in the Early Years. While they should not limit what's offered, the ELGs can be useful for making sure children are getting the right kinds of opportunities to learn, explore, and develop key skills in a way that's fun, meaningful, and appropriate for their stage and are referenced in our LTPs.

In EYFS there is a great emphasis on the 'Prime Areas of Learning', and these are weaved into all aspects of our curriculum. We recognise that without embedding these fundamental skills, all others areas of learning present a greater challenge.

Literacy learning is focused on phonics and Reading for Pleasure (RfP). A strong emphasis is placed on enjoying books and sharing stories in the Early Years, as well as throughout the whole school, as we pride ourselves as RfP school.. We teach children how to read through Read Write Inc phonics, which are taught in daily discrete lessons. Greg Bottrill's concept of 'Drawing Club' is followed in EYFS and KS1 at Steeton Primary School, where we immerse children in the world of story, developing vocabulary, develop children's creativity and give children age-appropriate practice in writing

Maths is also taught in discrete lessons and White Rose Maths is used across school to sequence and plan our lessons. EYFS staff have also benefitted from training by Karen Wilding, which has shaped our pedagogical knowledge of maths and ignited a passion for maths teaching in the Early Years. For RE and PSHRE and music we used whole school schemes that we adapt to the needs of our cohorts.

Most other 'subjects' are taught through a half termly topic-based curriculum which our staff have chosen carefully, but are not set in stone and can be changed depending on the cohort.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
All About Me	Once Upon a Time	Ocean Adventures	Marvellous Machines	Our Wonderful World	Minibeasts

Play is a fundamental aspect of the Development Matters guidance, as it supports and enhances every area of a child's development. It enables children to build confidence, engage with their environment, and develop important social, emotional, and cognitive skills. When children are given the freedom to lead their own play, they are able to make choices, express their creativity, and gain a sense of independence and control over their learning. At the same time, adult-guided play plays a vital role by introducing children to new ideas, rich vocabulary, and opportunities for thinking critically and solving problems, all within a secure and supportive environment. This balanced approach to play, combining child-initiated exploration with purposeful adult interaction is key to fostering curiosity, resilience, and a lifelong love of learning and is what we have designed our continuous and enhanced provision on.

Continuous provision refers to the consistent resources, activities, and areas of the environment that are always available to children, allowing them to explore, play, and learn independently. However, it is not just provision that is continuously accessible but a selection of resources that enables the child to continue learning safely and independently without an adult always guiding.

Enhanced provision, on the other hand, builds on continuous provision by introducing additional resources or activities that are carefully planned to support specific learning goals, themes or skills. It offers a more scaffolded approach, guided by observations and assessments, to extend children's thinking and deepen their learning.

The role of quality adults in the Steeton's EYFS classroom is vital, as they are central to creating a positive, stimulating, and nurturing learning environment. Teaching and learning in Early Years, as throughout school, is based on teachers' detailed knowledge of the needs of each child. Any early concerns regarding a child's development are identified during Pupil Progress Meetings near the beginning of the Reception year and promptly addressed by the SENDCo.

IMPACT

Our EYFS curriculum has had a positive, measurable impact on children's development, equipping them with the skills and confidence needed to thrive in the next stage of their education. Steeton Reception children will end their journey in EYFS knowing they are a unique child with a shared vision/community, valuing difference and inclusion. Pupils will end their EYFS journey having the language they need to communicate effectively and be able to access all parts of the curriculum and school life for Key Stage 1.

The progress the children make throughout the year is measurable, but that does not mean teachers spend unnecessary time on data and evidence collecting. Assessment is about noticing what children can do and what they know. Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. Summative assessment takes place at the end of each term and records whether a child is on track/ not on track using an Early Learning Goal assessment tracker following

Development matters. Phonics is assessed on a half termly basis using the Read, Write, Inc Assessment tool. This allows us to best adapt the learning to the individual needs of the children. Assessment should not take practitioners away from the children for long periods of time. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

- A well-constructed, well-taught curriculum
- Pupils are making progress in that *they know more, remember more and are able to do more*. They are learning what is intended in the curriculum
- All learning builds towards an end point. *Pupils are being prepared for their next stage of education*

We have everything in place for excellent Early Years provision and are proud of the EYFS offer we can give to children.