

## Malmesbury C of E Primary School

**Growing together in wisdom and love; discovering life in all its fullness.**

### The Early Years Foundation Stage Curriculum

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

Statutory Framework for the Early Years Foundation Stage March 2021

The Early Years foundation Stage (EYFS) is based upon four principles:

- Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs, and help them to build their learning over time.
- The importance of **learning and development**. Children develop and learn at different rates.

At Malmesbury C of E Primary School, all teaching staff deliver the EYFS through high-quality teaching alongside an enriched learning environment.

The curriculum is divided into seven areas of learning. Below is a summary of each of each area. More detail on each curriculum area can be viewed separately on the school’s website.

## **Communication and Language**

In the Early Years at Malmesbury C of E Primary School we foster and make the most of children's instinctive need and desire to communicate by:

- role-modelling the qualities and characteristics of an excellent communicator;
- immersing children in a rich environment of words, sounds, rhythm, and verbal and non-verbal expression;
- engaging children in conversation throughout the day;
- providing genuine reasons, provocations and a real purpose to listen and talk;
- valuing the different ways and means children use to communicate.

## **Personal, Social and Emotional Development**

In Early Years at Malmesbury C of E Primary School, we create a supportive and nurturing atmosphere and ethos which provides our children with a sense of safety, security, belonging and self-worth. We do this by:

- establishing and developing mutually respectful relationships with and between adults and children;
- understanding children's qualities and attributes so they feel valued and develop positive attitudes towards themselves and others;
- knowing and understanding our children's family contexts and dynamics;
- setting rules, establishing boundaries, following routines and explaining consequences;
- modelling and explaining behaviours and emotions and how to manage and resolve conflict;
- empowering children to be independent, enabling them to make informed choices and decisions;
- using praise to build confidence.

## **Physical Development**

At Malmesbury C of E Primary School, we nurture children's strong need and desire to be physically active, which builds the foundations for other areas of their development by:

- building children's strength, stamina, balance, co-ordination and dexterity;
- developing a range of large and small movements which they can control;
- improving and refining children's control and manipulation of a variety of tools;
- instilling a sense of confidence in children's own physical abilities, enabling them to negotiate spaces;
- promoting independence by teaching them to make decisions and choices that will keep them healthy and safe.

## **Literacy**

### **Reading**

In Early Years at Malmesbury C of E Primary School, we develop enthusiastic, emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- modelling the pleasure and joy that books provide;
- fostering a love of books by sharing, talking about and taking part in activities linked to texts;
- immersing children in sounds, words, rhythm, rhyme and song;
- teaching early knowledge and skills of reading;
- demonstrating that text has meaning;
- showing the characteristics of a fluent reader.

### **Writing**

- We develop enthusiastic emerging writers who have an enduring and positive attitude to writing who, by the end of Reception, can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- ensuring writing tools and materials are readily available and valuing the differing ways that children make marks;
- teaching the physical skills that will enable them to control and manipulate writing tools;
- providing the children with genuine reasons to mark-make/write and modelling the pleasure and purpose of writing;
- immersing the children in an environment of print e.g. vocabulary, sentences, books and labels;
- developing children's vocabulary by rehearsing orally what they are going to write.

## **Mathematics**

At Malmesbury C of E Primary School, we follow a mastery approach to teaching Mathematics. We foster a 'have a go' attitude towards Mathematics to support our children in developing a positive can-do attitude. We develop fluent mathematicians who have a deep understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills;
- encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations;
- encouraging children to think logically so that they can make connections and solve problems;
- fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas

## **Understanding the World**

In Early Years at Malmesbury C of E Primary School, we help children to understand where they and other significant people and events sit in time. We capitalise on the children's fascination and interest in their surroundings and the world in which they live, supporting their instinctive desire to know, understand and find out more. We do this by:

- capitalising on children's natural desire to make sense of their own place in history;
- exploring the lives of people who are familiar to them, comparing similarities and differences;
- encouraging children's curiosity about people and events both within and beyond living memory;
- encouraging an appreciation of the natural world and recognising the similarities and differences;
- fostering a sense of awe and wonder about the world in which they live;
- developing an appreciation of other people, their communities and their traditions;
- encouraging the children's sense of responsibility for the care of their own environment and the natural world;
- providing freedom for the children to explore, investigate and experiment using the five senses;
- encouraging children's curiosity about how and why things work and how things change;
- encouraging questioning, testing out of ideas and drawing conclusions;
- fostering children's excitement and pleasure in the awe and wonder of natural phenomena.

## **Expressive Arts and Design**

In the Early Years at Malmesbury C of E Primary School, we capitalise on children's natural excitement for expressing, and freedom to express, their thoughts, ideas and inner feelings by:

- providing children with the opportunity to explore and experiment with different media and materials;
- encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them;
- providing children with a purpose to design, make and evaluate functional products;
- encouraging children to investigate and explore a wide range of materials and tools;
- supporting children to find original solutions using resources in unique ways;
- nurturing children's confidence to try new things;
- providing freedom for children to be curious, experimenting with and creating their own music;
- reinforcing children's responses to sounds and encouraging composition and performance; providing freedom for children to be expressive, experimenting with and creating their own series of movements.