Intent

Our EYFS curriculum is designed to promote independence and empower children to take ownership of their learning. Quality first teaching is at the forefront of our approach, and we strive to provide a curriculum that enables children to gain powerful knowledge through meaningful, hands-on experiences. We believe that children learn best when they feel respected, motivated, included and able to collaborate with their peers. We strive to provide an environment that offers challenge and opportunities for children to use and develop common play behaviours in a progressive and developmentally appropriate way.

Implementation

Throughout the day children experience a balance of child initiated and adult led learning both indoors and outdoors. We initially place a strong emphasis on the Prime areas of learning; Personal, Social and Emotional Development and Communication and Language. Through our core focus on effective interactions and use of high quality texts, we have a clear commitment to developing children's oracy and early vocabulary. As the children grow and progress we build on the prime areas of learning and support them to develop skills in the four specific areas with an emphasis on children's literacy and mathematical development through direct teaching of Sounds-Write Phonics and White Rose mathematics. This sequence supports children in acquiring the skills and knowledge required for a smooth transition into Year 1.

Partnership with parents

We place high value on rapidly creating good relationships with children, and their parents to allow children to feel safe and happy in the setting. We promote strong links with parents and encourage them to be involved in their children's learning in a range of ways including;

- Phonics workshop
- Social media platforms
- Learner dialogues
- Craft activities
- Reading sessions

EYFS

Impact

Ongoing assessment is an integral part of the learning process. Practitioners get to know children's level of achievement and interests, and then shape teaching and learning experiences for each child reflecting this knowledge. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations. Floor books are used to capture some of this evidence.

Each term the children are assessed against the seven areas of learning and at the end of EYFS the children are assessed against the Early Learning Goals. The EYFS team meet regularly to moderate their judgements and attend external moderation through the trust and local authority

Early Years Foundation Stage Curriculum



We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.
In the EYFS, our curriculum will:

- foster children's curiosity
- excite and sustain children's interests while promoting problem solving, creativity and communication
- provide extended opportunities for children to read widely and often, developing their fluency, vocabulary and comprehension
- promote high self-esteem, giving children confidence in their ability and the recognition that people are good at different things
- allow children to make a positive contribution to the school and wider community
- involve parents/carers and carers in their children's learning and experiences.
- be enriched through outdoor learning and offsite activities

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Children are provided with a range of rich, meaningful first hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Social media

- Twitter – follow us @TrThorntree
- FaceBook – Thorntree Academy
- Academy website – www.thorntreeschool.co.uk