

Curriculum Statement for the Teaching and Learning in EYFS



At Barton Church of England Primary School we are committed to providing a curriculum that is designed to engage and inspire our pupils to become creative and independent thinkers, evidencing a love of learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further.

Intent - the aims of our school in helping our children develop and learn.				
At Barton Primary School, our intent when teaching in the Early Years is to provide children with a love of learning. Children are provided with a carefully-organised, enabling environment which promotes high quality play. They can explore their environment to further their own interests and choose their own learning. Practitioners in the Early Years support and guide children’s learning through both adult-led learning activities and by sensitively supporting and extending children’s play. Warm, constructive and respectful relationships are formed with children, helping them to feel safe and valued at school, becoming confident in exploring their environment. Children’s spoken language underpins all seven Areas of Learning and adults regularly engage in high quality back and forth interactions with children to support the development of their language and cognitive development.				
Implementation - what we do every day to encourage discussion and whole-hearted engagement of our pupils.				
Curriculum and Skills In the Early Years, we develop children’s knowledge and skills across the 7 Areas of Learning, in line with the DfE’s Development Matters guidance. We also develop how children learn in line with The Characteristics of Effective Teaching and Learning.	Planning and Delivery of Curriculum Children in Reception learn through a mixture of child-initiated play in a high quality environment, adult-modelling, adult-guided learning and direct teaching. Their learning is active and through first-hand experiences both indoors and outside.	Challenge and Support Teachers model a positive and enthusiastic attitude towards learning. They offer support and guidance to children as well as extending and challenging their learning. High expectations are set in response to the view that all children are capable learners.	Enrichment Our learning in Reception is enriched through both visits and visitors who share their expertise, bringing a real-life and relevant context to the children’s learning.	Home Learning Each week, children’s learning is shared with parents. Parents are provided with ideas of how to further learning at home and of any activities they could do with their children. Home learning covers the 7 different Areas of Learning in the Development Matters over the course of a Half Term.
Impact - how we know our teaching is making a difference				
Pupil Voice Children’s interests are taken into account in planning and are continually developed in their play.	Governor Voice Regular meetings with subject leaders alongside classroom visits and discussions with school council and other children enable the		Assessing Developing Skills and Knowledge and Progress Practitioners observe children in their learning, noticing what they can do and what they know. This information is	

Curriculum Statement for the Teaching and Learning in EYFS



	governors to evaluate the impact of our EYFS provision.	used to plan children's next steps. At the end of the year, children are assessed against the Early Learning Goals.
--	---	---