



Dream Big, Aim High

Caring

Confident

Creative

INTENT

The Foundation Curriculum has been carefully planned around Butler's Hill's mission of *Dream Big, Aim High*, as we want our children to have high aspirations and believe they can make a difference, big or small through their core values and responsible actions. Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by learning through play alongside the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become accomplished, happy individuals, ready to reach their full potential in an ever-changing world.

Our EYFS curriculum is driven to: recognise children's prior learning and experiences (influenced by their home and community*), provide first hand learning experiences (filling the gaps from pupils' background), allow the children to develop interpersonal skills, build resilience through our 'Growth Mind Set' approach and become critical and creative thinkers.

Our aims;

- Nurture our children to become caring, creative and confident individuals
- Plan for our children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps developing their curiosity, explorative and problem solving skills
- Provide a curriculum that is ambitious and designed to give our children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child's character.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Reception and then into Year 1 effectively
- Provide purposeful, enticing and well-planned indoor and outdoor environments, which support learning in all areas of the curriculum. encouraging independence in selecting their own resources and tools to support learning and independence
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected
- Strive to form positive relationships with parents/carers in order to develop the 'whole child'.
- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

** Pupils come from an area with high levels of social disadvantage when compared to all infant schools in Nottinghamshire – the school is located in the 20% most deprived areas nationally*

IMPLEMENTATION

In Foundation we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence and independence.

Our Foundation classes follow the Early Years Foundation Stage curriculum and work towards the Early Learning Goals.

The 7 areas of learning are:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The core aim of the Foundation stage is to provide a strong and solid platform. Every child has access to a daily phonics session with intervention opportunities for those who find this area of learning more difficult. To aid the early development of our children, we strongly believe that they should develop the three prime areas first (those in bold). As children grow and progress, the prime areas will support them to develop skills in the four specific areas. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross-curricular links in order to combine transferable skills and develop a wide-ranging vocabulary, which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things, and have a go.

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas; make links between ideas and develop strategies for doing things.

Our themes are driven from child-centred curriculum drivers focused on providing our pupils with 'enticing experiences' which motivate them, and are deeply rooted in the love of stories and reading. A range of educational enhancements to the curriculum brings 'learning to life'. Subject knowledge of the EYFS curriculum is strong among all practitioners and is used to plan a broad, balanced and progressive learning environment and curriculum for all of our pupils. Effective continuous provision practise and principles support our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. We provide opportunities for parents and carers to come into school and support their child, share their learning and celebrate successes. We keep parents informed through daily ClassDojo posts and we communicate regularly with them to ensure their child is happy and their learning and development through the EYFS allows them to achieve their potential with the support needed. This includes transition sessions, nursery visits and home visits, stay and play sessions, parent workshops, sharing books sessions, celebration assemblies, reports and parent consultations as well as more frequent informal communication to suit individual families.

The team in Foundation work tirelessly to ensure that children are surrounded by a kind, caring and happy environment, which helps them, develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

The Butler's Hill EYFS Curriculum follows a cross-curricular approach. In Nursery, there is a carefully thought out stimulus to support the needs of the cohort. The use of a stimulus allows for a starting point but then enables the staff to follow the children's interest and learning needs. The stimuli are chosen to carefully build up the knowledge that the children need ready for Reception, and it is constantly monitored to be flexible to the children's needs and learning. Alongside these stimuli, there are focus texts that have been carefully selected based on the children's starting points and their 'expected' learning along the year and these are used alongside colourful semantics to target speech language and communication focusing on vocabulary and sentence structure.

Organising the curriculum in this way enables more time for the children to explore their surrounding and develop their learning independently, alongside quality interactions and observations to ensure learning is extended, broadened, consolidated but also provides children with the curiosity and inquisitiveness.

The running of Nursery is through a balance of in the moment and direct teaching sessions however there is more emphasis on the in the moment planning with quality adult interaction and observations.

In Reception, curriculum drivers are based on themes which we feel are important to broaden the horizons of our children and even though defined, are also flexible to follow the interests and questions from the children. Curriculum drivers are introduced with a high quality text and using books in this way teaches children that books and reading form the basis of all learning.

Our curriculum drivers are based on a high quality text as **reading is at the heart of everything we do**. They provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered.

See below for our current curriculum drivers:

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IMPLEMENT

School Key priorities for our context:

- **Aspirations/Being a Responsible citizen**
- **Healthy Living**
- **Growth Mindset (this feeds in with every Curriculum Driver)**

Term	Curriculum Driver	Rationale	Stimulus
Nursery A1	Let's Talk	<ul style="list-style-type: none"> • Low starting points SLCN • Interaction • Getting to know chin • Social skills 	<ul style="list-style-type: none"> • Time capsule – create a portrait of themselves for opening in Reception • SALT activities • Adults in play modelling interactions • Story linked to repetitive • Music sessions
Nursery A2	Me and My world	Responsible Citizen – respect, acceptance, celebrating difference <ul style="list-style-type: none"> • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc. • Responsibility of caring for our locality/world 	<ul style="list-style-type: none"> • Books • Festivals • Jigsaw (links with Occupations) • Special days •
Nursery Sp1			
Nursery Sp2	Busy Hands, Busy Bodies	<ul style="list-style-type: none"> • Healthy living – healthy eating/exercise (jigsaw) • Growth mindset • Gross and fine motor skills • Occupations – aspirations • Caring for people 	<ul style="list-style-type: none"> • Jigsaw • Books/ action songs • Visitors linked to occupations & skills within Gross/ fine motor • Allotment
Nursery Sum1	Story Tellers Chair	<ul style="list-style-type: none"> • Building on SLCN • Relationships • Looking after environment 	<ul style="list-style-type: none"> •
Nursery Sum2	All Things Growing	<ul style="list-style-type: none"> • Healthy living – growing food • Caring for environment • Transition 	<ul style="list-style-type: none"> • Butterflies • allotment

Reception A1	Can you tell me about you?	<ul style="list-style-type: none"> • Responsible Citizen – respect, acceptance, celebrating difference • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc. • Getting to know the children and their families • 	<ul style="list-style-type: none"> • Super Duper You Sophy Henn • Time capsule – open Nursery’s and create new one ready for Year1
Reception A2	What has happened in the home corner?	<ul style="list-style-type: none"> • Exposure to a traditional tale (often not in children’s experience) • Acceptance of others traditions/cultures/religions etc. • Acceptance of similarities/differences of each other 	<ul style="list-style-type: none"> • The Gingerbread Mann escapes from the homecorner and sends postcards from around the world (links with Christmas around the world) • The Runaway Chapatti – a different version from another culture. contrasting life in a different country
Reception Sp1	Why do people celebrate CNY?	<ul style="list-style-type: none"> • Responsible Citizen – respect, acceptance, celebrating difference • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc 	<ul style="list-style-type: none"> • The Magic Paintbrush Julia Donaldson • China- contrasting life in a different country • Chinese New Year
Reception Sp 2	Who will save the day?	<ul style="list-style-type: none"> • Healthy living • Healthy Lifestyles • Real life super hero – occupations 	<ul style="list-style-type: none"> • Supertato Paul Linnet/Sue Hendra • Healthy Food • Occupations
Reception Sum1	Where are they hiding?	<ul style="list-style-type: none"> • Caring for the environment • Grow mindset – what can I do to help? • Growth Mindset - Smallest creature has a purpose and link to themselves 	<ul style="list-style-type: none"> • Mad About Minibeasts Giles Andreas • Life cycle of ladybirds • Bees – importance within the environment
Reception Sum 2	How do things change over time?	<ul style="list-style-type: none"> • Transition • Environment & seasons • Aspirations and Growth Mindset – being ready to move on to the next year group 	<ul style="list-style-type: none"> • The Growing Story Ruth Krauss • changes looking at a tree alongside weather and animals • Transition to Y1 • Send time capsule to Y1

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IMPACT

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment that are based on the teacher's extensive knowledge of the child. Almost all our children make more than the expected steps progress from their starting points.

The teaching and pedagogy are reviewed and evaluated regularly and we ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the Foundation 1 and 2 Leads, subject leads, the Head teacher and designated governor.

Monitoring includes:

- Learning walks and discussions with children.
- Lessons observations
- 'Book Looks' to monitor progress, attainment and standards.
- Professional dialogue between all members of the Early Years Team.
- Pupil Progress Meetings.
- Internal moderation and family of schools monitoring meetings which ensure quality and accurate moderation with experienced practitioners.
- Regular review of the impact of interventions.

Our children have varied and diverse starting points. Progress is evident in the teacher's knowledge of the child alongside books and data. We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed which focus on keep up rather than keep up. Class teachers use formative assessments to inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using termly statements taken from our Butler's Hill Benchmarking document and a sound knowledge of the steps needed to reach the ELG. This is tracked using 'Insight' (school's data system) to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, Pupil Premium or EAL children. In previous years, our assessment judgements have been moderated both in school and externally with local schools. We also partake in local authority moderation, which has validated our school judgements. The impact of our curriculum is also measured by how effectively it helps our children develop into well-rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes, which will make them lifelong learners, and valuable future citizens. We endeavour for our children to be 'Key Stage 1 Ready'.

Our children make strong progress academically, emotionally, creatively, socially and physically.

At the end of EYFS our children;

- have improved communication skills, both written and verbal and listen respectfully and with tolerance to the views of others,
- enjoy creativity and use it to enhance their understanding
- take pride in all that they do, always striving to do their best,
- demonstrate improved confidence, emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become more confident in their own abilities,
- are caring, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.