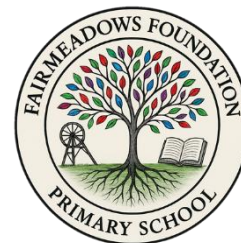


Dream it. Believe it. Achieve it.



## EYFS Curriculum Statement 2026

### Our Aims (Intent)

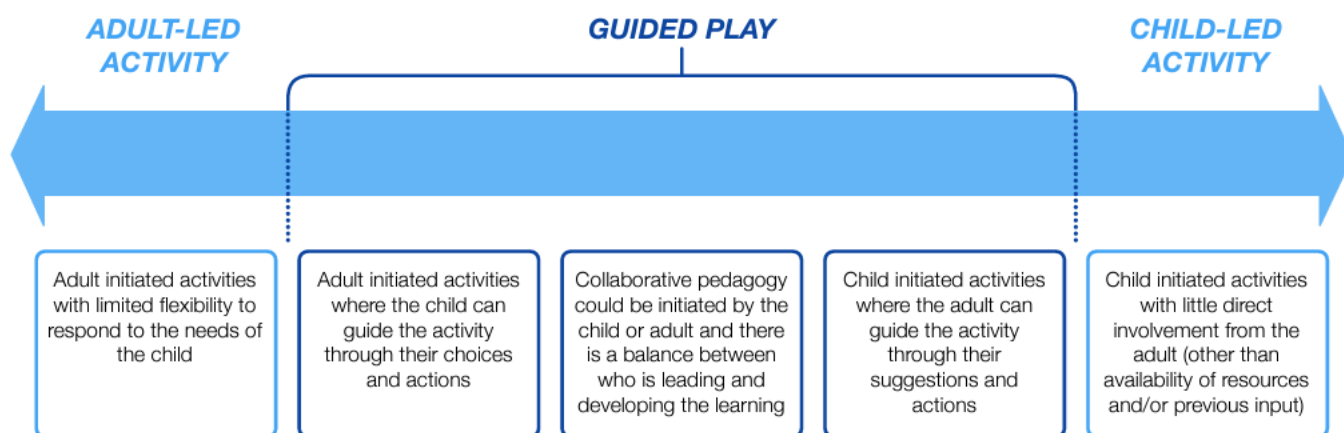
At Fairmeadows, we want every child to have the best possible start to their school journey. We provide a **safe, happy and nurturing environment** where children feel confident, valued and ready to learn. We believe that these early years are incredibly important and help shape children's future success. We work closely with parents and carers to support each child as an individual, helping them grow, learn and reach their full potential.

### How Children Learn – Pedagogy (Implementation)

In Reception, children learn through a mix of:

- Child-led activities
- Guided play
- Adult-led activities

### The Education Endowment Foundation outline pedagogy as a continuum (see below)



Offering a range of learning opportunities, allows use to respond to the individual needs of the child, scaffold, model and move their learning on.

### Learning Through Play

A lot of learning happens through play.

We provide:

- **Continuous provision** – everyday resources children can return to again and again
- **Enhanced provision** – extra activities planned around children's interests and next steps

Our provision is carefully structured to ensure both independent application and targeted development of skills.

Continuous provision forms the foundation of our curriculum. It consists of the consistent, carefully planned resources and environments available to children every day, both indoors and outdoors.

This enables children to revisit, practise and embed previously taught skills through sustained, independent play. Resources remain stable over time, allowing children to build familiarity, confidence and increasing levels of independence.

Enhanced provision is used to extend and deepen learning. Practitioners introduce additional resources, prompts or adult interactions based on:

- Children's interests
- Identified next steps
- Curriculum priorities

Enhanced provision is more dynamic and evolves regularly, ensuring that learning remains appropriately challenging and purposeful.

Together, these approaches ensure that children experience a rich balance of exploration and guided learning, supporting both consolidation and progression.

Examples of strong practice include:

- Writing opportunities embedded across all areas (e.g. labels in role play, clipboards in construction)
- Progressive resources (e.g. sand tools developing from scooping to precision control)
- Mathematical learning embedded in routines such as snack time (counting, sharing, comparing)

Our classrooms (indoors and outdoors) are set up so children can:

- Explore independently
- Build confidence
- Develop new skills through play

Each child has a key worker who gets to know them well and supports their development. They complete most of the child's adult-led tasks and contribute towards their summative assessments each term.

### **What Children Learn**

We follow the Early Years Foundation Stage (EYFS), which includes 7 areas of learning.

#### **The most important (Prime Areas):**

These are the foundations for everything else:

- Communication and Language (talking and understanding)
- Physical Development (movement and coordination)
- Personal, Social and Emotional Development (making friends, managing feelings)

#### **Other Areas:**

- Literacy (reading and writing)
- Maths (numbers, counting, patterns)
- Understanding the World (people, places, nature)
- Expressive Arts and Design (art, music, imagination)

To align with the rest of the primary school, we use different schemes of learning to help supplement and resource some of these different areas of learning. These are outlined in Appendix 1.

We discuss each area in more detail below:

## **Communication and Language**

- Our Drawing Club planning introduces, defines and uses actions to help children learn a vast range of vocabulary based on their current motivational book/tale/animation.
- We use a resource called Mighty Writer to help children visualise how to build sentences and stories using nouns, adjectives, adverbs, punctuation, etc.
- Skilled adults model language and vocabulary daily through facilitating play.
- Adults read to the children on an individual basis every week to help develop their interactive reading, conversation and listening skills. These enjoyable book shares help children to enjoy reading and embed early reading skills.
- We have access to the NELI language intervention for those at risk of delayed language skills.
- We read a story every single day. Some days we immerse children in language using the '5-a-day approach' – this could be through song, nursery rhymes, books, stories, poems.
- PSHE (Jigsaw) lessons help children to learn social communication skills and model good listening and manners.
- Children use the 'Helicopter Stories' strategies to help them compose stories verbally and develop composition skills.
- Weekly 'Show and Tell' homework encourages children to talk confidently about their lives and experiences.

## **Social and Emotional Development**

- Children learn to make friends
- Share and take turns
- Adults model self-regulation skills. Good self-regulation skills support executive functioning.
- Understand and talk about their feelings – adults model emotional literacy skills
- We use programmes like Kapow and RTime to support this.
- Executive functioning is taught to support children in resisting impulses and controlling how they direct their attention. It helps children to hold information in their mind and apply this.
- Weekly 'Proud Cloud' homework encourages children to reflect on their positive achievements and personal strengths, developing their self-esteem.

Within PSED, children are still learning to develop their executive functioning skills with adult models and scaffolding. These behaviours may include:

| Area              | Executive Functioning Skill (4–5 year olds)             |
|-------------------|---------------------------------------------------------|
| Planning          | Begin to follow simple plans during play and activities |
| Time Management   | Start to understand basic time routines and sequences   |
| Task Initiation   | Begin tasks independently with some adult support       |
| Organisation      | Can organise simple resources and follow routines       |
| Problem Solving   | Identify simple problems and begin to find solutions    |
| Flexibility       | Can adapt to changes with adult support                 |
| Working Memory    | Remember simple instructions and carry them out         |
| Emotional Control | Begin to manage emotions with adult guidance            |
| Impulse Control   | Start to take turns and wait during activities          |

|                     |                                                       |
|---------------------|-------------------------------------------------------|
| Attentional Control | Maintain focus on short tasks or activities           |
| Self-Monitoring     | Check work with support and recognise simple mistakes |

## **Physical Development**

Children develop their physical skills every day through a range of activities:

- Weekly PE lessons (PE planning scheme) support fitness and movement.
- Daily access to fine motor activities (e.g. small tools, scissors, crafts) in the provision.
- Mark-making areas and easels encourage drawing and early writing skills.
- Handwriting (using the Letter Join scheme) in print form is introduced later in the year. Children learn the handwriting families and correct formation of letters.
- In class, we have accessible sensory resources and aids to help children regulate their sensory input and develop awareness of their body.
- Outdoor play is used as an extension of the classroom.
- Children build shoulder, arm and hand strength needed for writing.
- Reception children use the school playground and field at break and lunchtime. They have access to our Trim Trail – a wooden assault course to develop strength, balance and agility.
- Early PE sessions include Kimbles movement songs and dance to help with listening and key skills like strength, coordination and listening.
- Forest School sessions (weekly for one half term) support children's physical development through activities such as building and climbing, while also fostering teamwork, curiosity, problem-solving skills and a deeper connection with nature.
- Activities like Dough Disco start in the Autumn term. It is a fun, music-based activity that uses dough exercises to strengthen children's hand muscles and develop the fine motor skills needed for writing.
- This naturally progresses into the Spread the Happiness: Squiggle Whilst You Wiggle programme, where children move from large physical movements to mark-making and finally early letter formation, developing the strength, control and confidence needed to become ready writers in a fun and developmentally appropriate way.



## **Literacy**

Children begin developing early reading and writing skills through:

- Monster Phonics (Pre-School: listening and attention – mostly Phase 1 skills).
- Progressing into Reception terms. These are split over the three terms in the year (mostly Phases 2, 3 and 4 sounds).
- Responsive daily Phonics Wave Interventions for those who have not met intended learning outcomes for that session.
- Learning to hear, blend and segment sounds in words.
- Fun approaches like Drawing Club, which encourage storytelling and mark-making. The engaging sessions develop motivation to talk, draw and develop early writing skills, alongside developing their vocabulary and imagination. Children learn to use special "code words" (simple words or phrases) to add meaning to their drawings.
  - Children have lots of chances to write during play and activities.
  - We read several stories daily.
  - Enjoy a wide range of books – traditional tales, stories, modern classics, poems and non-

fiction texts.

- Children are encouraged to develop a love of learning through reading about their interests and having books for enjoyment in their library books.
- Children who are able to blend and segment simple CVC words and recognise some common exception words are given a weekly Monster Phonics book. Children will only move up to the next progressive book level when they have mastered all the key words in the book.
- Phoneme and high-frequency word recognition flashcard tasks are assigned on Seesaw to complete as a home learning retention task.

## **Mathematics**

Children learn early maths skills through:

- Counting objects and sharing amounts
- Talking about numbers in real-life situations
- Reception children follow the NCETM Mastering Number programme to build strong number understanding.
- Maths station in the classroom allows children to explore Maths in their child-led play.
- Using songs and rhymes to learn and recall facts
- Using practical manipulatives to sort, order and group
- Use of the Mathletics app to support learning at home.

## **Organisation and Use of Time**

We carefully structure the day to:

- Maximise learning time and minimise transitions
- Embed learning into daily routines
- Ensure children have extended periods of uninterrupted play
- We carefully consider the impact of interventions, ensuring they do not reduce opportunities for independent exploration and deep learning.

## **Characteristics of Effective Learning**

We firmly believe that Early Years education should be child-centred, based on each child's individual needs, stage of development, learning style, interests and personality.

When planning and guiding children's learning, we carefully consider the different rates at which children develop and adapt our teaching to ensure all learners are supported effectively.

The three characteristics of effective teaching and learning are:

- **Playing and exploring** – children investigate, experience new things and are encouraged to 'have a go'.
- **Active learning** – children develop concentration, persevere when challenges arise and take pride in their achievements.
- **Creating and thinking critically** – children develop their own ideas, make connections between them and begin to think of strategies for solving problems.

These characteristics closely link to our whole-school *Learning Powers*, which are embedded across all year groups. These help children to become confident, resilient learners who take responsibility for their own learning.

Our Learning Powers are:

1. Enjoy Learning
2. Have a Go
3. Concentrate
4. Keep Trying
5. Be Cooperative
6. Use Your Imagination
7. Be Curious
8. Keep Improving

These underpin our curriculum aims and promote a positive growth mindset. They provide children with a strong foundation for life beyond Fairmeadows, equipping them with the attitudes and skills needed to approach challenges with confidence and determination.

### **Learning Topics:**

We use a termly theme to support and enhance learning opportunities within our provision. Some themes link closely to Drawing Club texts, while others may not connect directly; however, they often align with other areas of learning, such as Understanding the World, enabling children to make meaningful links and connections across their learning.

| Autumn        | Spring           | Summer             |
|---------------|------------------|--------------------|
| Me & My World | Plants & Animals | Transport & Travel |

### **How We Track Progress (Impact)**

We regularly check how children are progressing by:

- Observing them in play and activities
- Tracking their development across all areas
- Planning next steps to support their learning.
- We follow the non-statutory Development Matters, government guidance to outline our learning objectives and development requirements.
- At the end of Reception, children are assessed against national Early Learning Goals in all 17 areas of the EYFS Profile to make sure they are ready for Year 1.

Using the cycle of **assess – plan – do – review**, we begin by baselining children on entry to Reception using observations from the statutory DfE Reception Baseline Assessment alongside our own school-designed baseline. We then plan learning based on identified areas for development. Teaching is delivered through a combination of adult-led inputs, small group or 1:1 sessions, and opportunities within continuous provision, both indoors and outdoors.

Formative assessment methods, such as observation, are used to review whether children have met the intended outcomes. Where outcomes are not yet achieved, targeted intervention support is implemented.

If our EYFS curriculum is successful, children will become well-rounded individuals, equipped with resilience and strong executive functioning skills, and will be ready for Year 1.

At Fairmeadows, we use *Insight* (an online system designed for our school) to track and assess children's summative progress across all seven areas of learning in the EYFS, including the 17 Early Learning Goals (ELGs).

Effective assessment underpins high-quality teaching and learning, ensuring we meet the individual needs of all pupils. Planning is informed by prior attainment, and assessment is used to guide teaching at whole-class, group and individual levels.

Using a combination of formative and summative assessment, teachers make termly point-in-time judgements across the seven areas of learning. These are used to inform an overall teacher assessment, drawing on a range of observations, questions, samples of work and Seesaw journals.

Children who meet the expected standard at each assessment point are identified as '**on track**', while those who do not are identified as '**off track**' are supported accordingly.

We assess at 4 points over the year. In Reception the expected standards at each term are as follows:

| On Entry (Sep)                          | Autumn (Dec)                              | Spring (April)                        | Summer (July)                           |
|-----------------------------------------|-------------------------------------------|---------------------------------------|-----------------------------------------|
| <b>40-60 Emerging</b>                   | <b>40-60 Developing</b>                   | <b>40-60 Secure</b>                   | <b>Early Learning Goal</b>              |
| 30-50 Secure                            | 40-60 Emerging                            | 40-60 Developing                      | 40-60 Secure                            |
| 30-50 Developing                        | 30-50 Secure                              | 40-60 Emerging                        | 40-60 Developing                        |
| 30-50 Emerging or Lower (SEND concerns) | 30-50 Developing or Lower (SEND concerns) | 30-50 Secure or Lower (SEND concerns) | 40-60 Emerging or Lower (SEND concerns) |

In the final term of Reception, the EYFS Profile assessment is completed for each child. Staff use the ELG to make a best-fit judgement on the child's development at the end of EYFS and their readiness for Year 1.

| End of EYFS Profile                    |                                    |                                        |
|----------------------------------------|------------------------------------|----------------------------------------|
| ELG                                    | EYFS Profile                       | Good Level of Development              |
| 1 Listening, Attention & Understanding | Reported nationally and to parents | <b>Included in success measure</b>     |
| 2 Speaking                             |                                    |                                        |
| 3 Self Regulation                      |                                    |                                        |
| 4 Managing Self                        |                                    |                                        |
| 5 Building Relationships               |                                    |                                        |
| 6 Gross Motor Skills                   |                                    |                                        |
| 7 Fine Motor Skills                    |                                    |                                        |
| 8 Comprehension                        |                                    |                                        |
| 9 Word Reading                         |                                    |                                        |
| 10 Writing                             |                                    |                                        |
| 11 Number                              |                                    |                                        |
| 12 Numerical Patterns                  |                                    |                                        |
| 13 Past & Present                      |                                    | <b>Excluded in the success measure</b> |
| 14 People, Culture & Communities       |                                    |                                        |
| 15 The Natural World                   |                                    |                                        |
| 16 Creating with Materials             |                                    |                                        |
| 17 Being Imaginative and Expressive    |                                    |                                        |

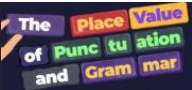
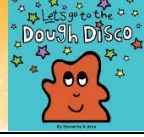
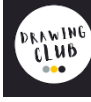
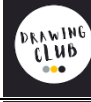
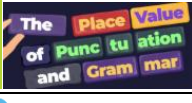
### **What We Want for Each Child**

By the end of EYFS, we aim for every child to be:

- Happy and confident
- Curious and eager to learn
- Able to communicate well
- Independent and resilient
- Ready for the next stage of school

#### Appendix 1: Bridging Curriculum of Schemes

| <u>EYFS Area of Learning</u> | <u>National Curriculum Subjects</u> | <u>Curriculum Resource</u> |
|------------------------------|-------------------------------------|----------------------------|
|------------------------------|-------------------------------------|----------------------------|

|                                        |                                     |                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening, Attention and Understanding | English Spoken Language             |                                                                                                                                                                                                                                                                      |
| Speaking                               | English Spoken Language             |                                                                                                |
| Self-Regulation                        | PSHE                                |                                                                                                                                                                                                                                                                     |
| Managing Self                          | PSHE<br>RSE                         |                                                                                                                                                                                                                                                                     |
| Building Relationships                 | RSE                                 |             |
| Gross Motor Skills                     | PE                                  |             |
| Fine Motor Skills                      | PE<br>English                       |                                                                                                  |
| Comprehension                          | English                             |                                                                                                                                                                                   |
| Word Reading                           | English                             |                                                                                                                                                                               |
| Writing                                | English                             |     |
| Number                                 | Maths                               |                                                                                          |
| Numerical Patterns                     | Maths                               |                                                                                                                                                                               |
| Past and Present                       | History                             |                                                                                                                                                                                                                                                                   |
| People, Culture and Communities        | Geography<br>RE                     |                                                                                                                                                                                                                                                                   |
| The Natural World                      | Science<br>Computing                |                                                                                                                                                                                                                                                                   |
| Creating with Materials                | Design & Technology<br>Art & Design |                                                                                                                                                                                |
| Being Imaginative and Expressive       | Art & Design<br>Music<br>PE: Dance  |                                                                                          |