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| Diptford C of E Primary School  EYFS Curriculum Plan |
| Intent  *The following statement is the product of shared discussion around our passion, rationale and intent for Early Years at Diptford C of E Primary School:* |
| *At Diptford C of E Primary School, our intent is that every opportunity for learning is seized and everything is a learning opportunity. We are passionate about child-lead learning and intend that it leads the way until the moment is right for adults to intervene, support and extend. We have a commitment to personalised learning and we integrate flexibility into our approach to enable us to respond in the moment, to the moment. This is underpinned by our exciting curriculum which inspires a love of learning, curiosity and our natural world, and facilitates excellent progress towards the Early Learning Goals. Pupil voice and reciprocal listening is central to the caring nature of our setting and part of our success; pupils are heard and valued. Strong relationships are fundamental, and we seek to know our children and their families deeply. We intend that these relationships foster trust and enable our pupils to take risks within safe and secure boundaries that they are involved in deciding. This leads the way to successful transition and preparation for their next stages, including learning about our school values and becoming part of life beyond Early Years, across our primary setting. As a team, we intend to inspire lead the way. We want our passion and expertise to be noticed and shared.*  *By being the best that we can all be, we shine brightly making our world a better place.  Let Your Light Shine!* |
| Implementation |
| **Implementation**  At Diptford we follow the EYFS curriculum (Development Matters) and ensure that the learning opportunities and experiences we provide are clearly linked to both the **Prime** (Personal, Social and Emotional Development, Communication and Language and Physical Development) and **Specific** (Literacy, Mathematics, Understanding the World and Expressive Arts) areas of learning.  Learning is presented through child-initiated, adult-led, authentic play where children explore and are engaged in their learning.  At Diptford we use the following approaches and ideas;   * reading aloud and telling stories to children * Encouraging children to sing songs and nursery rhymes, and play musical games. * Balance between child initiated and directed learning – encouraging independence where appropriate * Individual targets and key worker groups * Diverse and rich opportunities from which they can learn and develop a range of transferable skills**.** * Cross curricular links * Inclusive environment within engaging and challenging provision * Inside and outside learning which promotes play and curiosity * Child led learning   Staff use their knowledge of the Characteristics of Effective Learning to ensure that they plan appropriate activities and organise their provision in a way that demonstrates a clear understanding of the way in which our children are motivated to learn.  We hold regular parent meetings, stay and play sessions and workshops to ensure that parents are kept up to date with their child’s development and progress.  Tapestry offers both parents and teachers a way to communicate and share information about children’s learning, achievements and news both in and out of school which provides us with a well-rounded view of each and every child. |
| Impact |
| **Impact** We strive to ensure that all our children make good or better progress during their time in Early Years.  Our curriculum is planned to meet the needs of all our children in and inclusive environment.  Information is collated from baseline assessments and monitoring which takes place throughout the year.  Parental engagement is encouraged so they can contribute to the learning journey of their child.  During the children’s time at Diptford School they are encouraged to be the very best version of themselves.  To make well rounded learners through a variety of experiences we plan trips, a varied curriculum which takes place both in and out of the classroom which allows children to have engaging first-hand learning experiences.  We strive for children to develop;   * Emotional resilience * Self-awareness * Strong communication skills * Respect, honesty and kindness |
| Assessment evidence in order to assess impact |
| **EYFSP**   * Baseline - An assessment for pupils in reception to measure their progress in primary schools * Summative and formative assessment - formative assessment is based on observations of the children in action, both in self-chosen play and planned activities, summative assessment provides a summary of the child's learning and development at a point in time * Tapestry – an online journal to help record all the learning and fun of children's early years education. * Observation notes – made by teacher/teaching assistant during specific activities/free play |
| **EYFS Curriculum** |
| **Prime Areas:**  Physical Development – movement and handling/health and self-care  Personal, Social, Emotional development - making relationships/self-confidence/self-awareness/managing feelings and behaviour  Communication and Language – listening and attention/understanding/speaking  **Specific Areas:**  Literacy – reading/writing  Maths – numbers/shape and space  Understanding the World – people and communities/the world/technology  Expressive art and design – exploring and using materials and media/being imaginative |
| **Characteristic of Learning:** |
| Active Learning – being involved/concentrating/keeping trying/enjoying achieving what they set out to do  Playing and exploring – finding out and exploring/playing with what they know/being willing to ‘have a go’  Creating and thinking critically – having their own ideas/making links/choosing ways to do things |