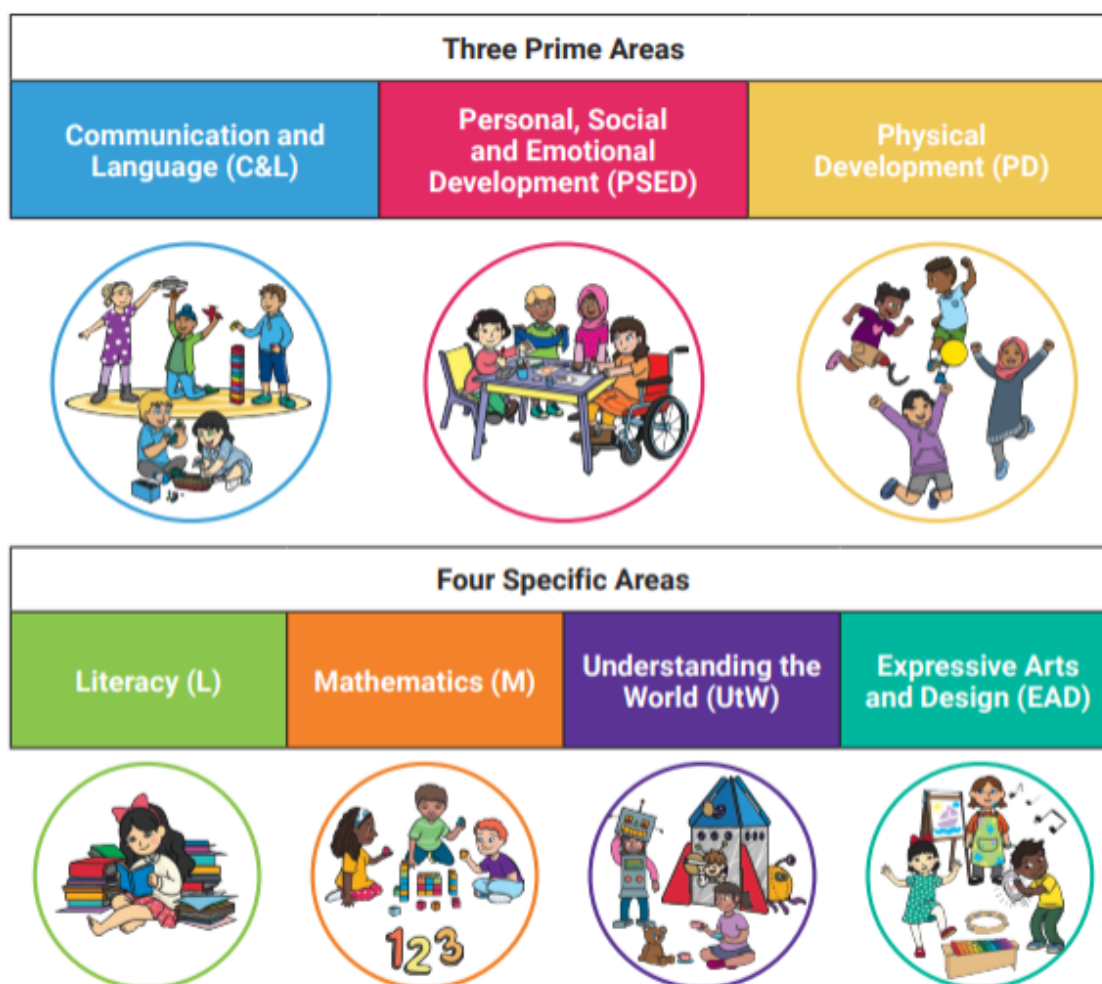


EYFS Curriculum (Reception Year)

Children in Reception follow the Early Years Foundation Stage (EYFS) Curriculum. This is the same curriculum your child will have followed at their pre-school or nursery. The curriculum is separated into seven areas of learning (three Prime areas and four Specific areas). These are:



Assessment of the EYFS Curriculum:

Throughout Reception year children are assessed against the Early Learning Goals (ELGs).

The ELGs set out the required standard children are expected to achieve by the time they leave Reception.

Teachers make on-going assessments of each child by observing them in their learning environment and working alongside them. Tests are not given in Reception class but 'checks' will often be used, for example, to see if your child can read certain words or count fluently.

Keeping You Informed of Your Child's Progress:

There are three main points in the year when we will communicate with you about your child's progress.

Autumn term 1 - Parent / teacher meeting to discuss how your child has settled and our initial impressions of their achievements.

Spring term 2 - Parent / teacher meeting to discuss your child's progress and achievement.

Summer term 2 - Written report detailing your child's achievements against the Early Learning Goals. For each Aspect your child will be judged as either: Emerging (working below the ELG) Expected (working in line with the ELG).

INTENT -

At Hemingbrough Community Primary School, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

IMPLEMENTATION-

At Hemingbrough CP School we follow the Early Years Foundation Stage Framework. The curriculum provides a play based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving into Year 1. The children in Reception are provided with ample opportunities accessible in our outdoor and indoor provision. They engage in planned, focussed activities as well as self- initiated activities and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the

children should develop first and are considered most essential for the healthy development and future learning of our children.

These include:

- **Personal, Social and Emotional Development (PSED)** - involves helping children to develop a positive sense of themselves, and others; to inform positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.
- **Communication and Language (CL)** Involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development (PD)** Involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** - The early teaching of literacy involves encouraging children to link letters and sounds and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interests.
- **Mathematics** - The early teaching of Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, describing shape, space and measures.
- **Understanding the World (UTW)** - this involves guiding children to make sense of their physical world around them and their community through opportunities to explore, observe and find out about people, places and communities.
- **Expressive Arts and Design (EAD)** - This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance and role play.

IMPACT- We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, and put

supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using year bands in Development Matters.

Our School Aims, Vision & Values

Hemingbrough Community Primary School and EYFS.

At Hemingbrough Community Primary School our intention is to create an environment in which all children are enabled to fulfil their potential and feel pride in their identity.

Whole School Statement of Intent We aim to provide our children with an engaging and creative curriculum through which all children strive to “CARE”: to understand what it is to be part of a Community, to have Aspiration, show Resilience and Empathy in order to become lifelong learners and good citizens.

At Hemingbrough Community Primary School the curriculum is designed to:

- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience and empathy
- have high aspirations
- be thoughtful towards the school and its wider community.

Every child is recognised as an individual. The ability to learn is underpinned by the teaching of basic skills, knowledge and concepts to prepare them for life beyond primary school. We provide enriching opportunities to engage learning. We believe that primary school should be a happy, fun, investigative and enquiring time, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

This is encompassed in our school motto ‘Learn, Laugh, Succeed’.

We hope that all children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

It is important that our curriculum is broad and balanced and offers a range of opportunities for children to grow and make progress as individuals. All children are unique and learn in different ways and with different stimuli. Therefore, we believe it is vital that, alongside our curriculum we also offer other experiences that are enriching, stimulating and exciting, so that children can discover new talents and interests. Some children find learning challenging and some are not ‘classroom

learners' and we believe that they can benefit from a range of differing experiences. We hope that through these we foster joy and excitement, creating happy, motivated children, thus having a positive impact in engagement across other areas of learning.

Our Vision

An inclusive school, where all children strive to be the best that they can be, becoming lifelong learners and good citizens.

Our Values

Honesty, independence, friendship, respect, resilience, inclusivity, trying your best, cooperation, taking part and responsibility