

Hever CE Primary EYFS Curriculum

Belonging – Courage – Perseverance – Compassion - Trust

Our EYFS curriculum is designed to ensure that:

- It provides a progressive learning sequence that takes account of the learning and developmental needs of all children throughout the EYFS recognising the characteristics of effective teaching and learning: playing and exploring (children investigate and experience first-hand); active learning (children concentrate, persevere and enjoy success) and creating and thinking critically (children become independent thinkers, making links and developing strategies)
- It is sufficiently flexible to meet the needs of the cohort and can be adapted to match the interests of the children
- It follows the same cognitive science approach as the rest of the school and is planned to ensure that all children secure the foundational knowledge and understanding they will need for Key Stage 1 and for the rest of their schooling, recognising that children begin school with different starting points and therefore may need different amounts of teaching and practice to succeed.

Communication and Language

Language underpins learning; developing children’s spoken language through daily stories, rhymes and songs, including repeating and revisiting these, is key for all children but especially for those children who start school with lower language levels. Research shows that frequent high-quality interactions between children and adults play a fundamental role in building the knowledge and skills that children need to succeed. Adults use their combined knowledge of the curriculum and the needs of individual children to ensure all children experience sufficient planned and incidental interactions, recognising that some children will need more targeted time and attention than others.

Opportunities to orally compose and rehearse ideas in sentences are crucial to later success in writing. All children benefit from regular planned oral opportunities during early writing activities and through the Whole Class NELI programme, ensuring children get plenty of chances to rehearse and embed what they are learning before beginning to record their ideas in writing. Some children benefit from from additional targeted language activities to ensure success.

Literacy

Our highest priority is ensuring that every child in our school becomes a reader, regardless of their starting points and potential barriers. Phonics and early reading are taught using Little Wandle Letters and Sounds, to ensure high quality, consistent teaching for every child. Little Wandle draws on the latest research to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to become highly competent readers. We use Pathways to Write as the basis for teaching the skills of writing from Reception to Year 6. Each unit is based on a quality text to engage and inspire the children, with progressive development of vocabulary and writing skills through a mastery approach. Transcription skills are taught separately to composition, with frequent opportunities to practice, use and apply new skills. Teach Handwriting is used across the school to provide a structured, holistic approach to handwriting. In EYFS, the initial focus is on building both the gross and fine motor skills needed for handwriting, along with learning and practising the key abilities to develop accurate and fluent letter formation.

Mathematics

Mastering Number is taught to build strong foundations in early maths to ensure that children develop fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. All children have daily opportunities to engage in carefully constructed, short lessons, and be immersed in number in the wider environment, to give them the experiences they need. These experiences are good for all children, but especially for disadvantaged children. Children are explicitly taught precise, mathematical language; this helps them communicate their thinking and reasoning. Shape, space and measure are taught weekly, drawing on Development Matters and White Rose Maths, and embedded through continuous provision to secure the necessary knowledge and vocabulary.

Cornerstones

Cornerstones Curriculum 22 is a concepts-led, knowledge-rich curriculum. It provides a clear and progressive framework from EYFS to Year 6, with knowledge and skills statements mapped out incrementally across year groups and subjects/areas of learning, enabling children to build their knowledge and skills in a highly structured way. Learning is carefully sequenced and taught in small chunks that do not overload children’s working memory. The curriculum begins in the Early Years where the Big Ideas or key concepts are introduced using materials specifically written for EYFS, with Development Matters considered in all of its content. The sequence is designed to take account of the developmental needs and growing phonological awareness in Reception, to provide a progressive and ambitious Early Years curriculum.

RE

Our school is founded on strong Christian principles and values and has a close relationship with St. Peter’s Church. In Reception, children learn to recognise that people have different beliefs & celebrate special times in different ways.

PSHE

Our Jigsaw PSHE curriculum is a whole school thematic approach that prepares children for the opportunities, responsibilities & experiences for later life. Our Relationships Education enables our children to learn how to be safe and develop healthy relationships now & in the future.

Forest School

Forest School offers a unique learning experience in an ever-changing landscape. It provides opportunities for children to develop self-awareness & self-confidence, developing strategies to take risks in safe boundaries.