



Engaging and Challenging all pupils: **the Early Years Foundation Stage Curriculum Offer at Burrough Green CE Primary School**

**Introduction**

We believe that children will learn best if the conditions in which they work are supportive, affirming and have the highest possible expectations for their achievement. As a result we embrace the principles underpinning the Early Years Foundation Stage (EYFS) curriculum.

A unique child	Positive relationships	Enabling environments	Learning and development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and key people.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Through this approach we believe that every child should have the opportunity to develop an understanding of our school's fundamental values and build their self-esteem and self-confidence. Our values are the organising philosophy of the school that informs the way we work, play and learn at school.

**Our school values: Nurture, Patience, Respect, Aspiration, Teamwork, Determination, Confidence, Courage, Forgiveness.**

The curriculum must challenge all pupils and be responsive to their needs inside and outside school. We encourage our children to have high aspirations and aim for the best. We want our children to be responsible and effective by the time they finish their learning journey at Burrough Green CE Primary School and be well prepared for the move onto the next phase of their lives.

Our main aim is to provide exciting, stimulating topics, using a cross-curricular approach. Therefore we strive to encompass many curriculum subjects into each topic, making them relevant and meaningful for our children, although some subjects will be taught discretely. We use a number of different approaches to explore and deliver the topics to ensure our children develop all the skills they need to be confident and successful learners. All our children are involved in the planning stage of new topics as we value their ideas and contributions; we believe that children learn best when they are able to steer and direct their own learning. We want our children to be curious and passionate about their world and spark a desire for lifelong learning.

Our community is a wonderful resource in terms of the physical environment but more so the people that care and are motivated to support the school. Their experiences, vocations, expertise and enthusiasm will be harboured to link the school with the wider community. The Early Years Foundation Stage is a distinct phase of education and it plays a vital role in preparing children for their future success at school. Play underpins all development and learning for Reception



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children and they have opportunities to play indoors and outdoors on a daily basis. Children are supported to make choices about their learning and much of the learning takes place through child initiated play.

### **Communication and Language; Literacy**

Literacy skills are learned and developed through a variety of whole class teaching sessions, small group activities supported by an adult, and a wide range of play experiences; learning opportunities are provided both indoors and outdoors. The children are encouraged to use their skills in a range of situations and for a range of purposes, and are supported in developing the confidence and disposition to do so.

### **Speaking and listening**

Speaking and listening skills are key to the development of literacy skills and there are daily opportunities for children to develop and extend their speaking and listening skills through story sessions, group discussions, games and a wide variety of language rich play situations.

### **Phonics**

Phonics forms the basis of reading and writing in the Reception year. Letters and Sounds is the scheme that we use. There is a daily phonics session and each child has the opportunity to take home phonic activities to support their learning.

### **Reading**

Reading skills are developed through story sessions, small group 'guided reading', games and play opportunities. Each pupil has a reading book to share at home; a reading record book is used to share information between home and school. The school reading books are matched to pupils' abilities and changed daily if they are returned to school.

### **Writing**

The children are encouraged to develop and practise their writing skills using a wide range of play based opportunities. There are many planned opportunities to develop fine motor skills during the early stages of mark making. Children are encouraged to make marks both indoors and outdoors using a variety of different materials. Shared writing and adult supported writing is based largely on phonics. The school follows the Penpals Handwriting scheme; learning how to hold a pencil effectively and correct letter formation are the handwriting emphases in Reception.

### **Mathematics**

Children are supported in developing their understanding of mathematics through a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Learning takes place through whole class teaching sessions, small group activities supported by an adult, and a wide range of play experiences; learning opportunities are provided both indoors and outdoors.



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### **Numbers**

Most children will learn to:

- Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Use quantities of objects to add and subtract single-digit numbers and count on or back to find the answer.
  
- Solve problems, including doubling, halving and sharing.

### **Shape, Space and Measure**

Most children will learn to:

- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns.
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Each week an overview of the learning in Reception ('Something to Think About') is sent home to further support parents in talking to their children about their learning and each term there are cross curricular topics which are frequently adapted and changed to take into account the children's interests. These are based on our whole school themes set out below. Termly curriculum newsletters are set out to all parents.

Term	Cycle 1	Cycle 2
Autumn	Keep the Home Fires Burning	Origins
Spring	Around the World in 80 Days	Up, Up and Away
Summer	Eureka	Life on the Ocean Waves

### **Development Matters**

For greater detail of the curriculum we follow here at Burrough Green CE Primary School please follow this [link](#)

### **Other Useful Links**

[Letters and Sounds information](#)

[Parents' Guide to the EYFS](#)