



# Our Early Years Curriculum at Bottesford C of E Primary School

## Our Philosophy

We believe that our Early Years Foundation Stage is crucial in developing **firm foundations** that can be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS **develop physically, verbally, emotionally, creatively, intellectually and spiritually** whilst embedding a **positive attitude to school and learning**. This will enable each child to **achieve their full potential**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design



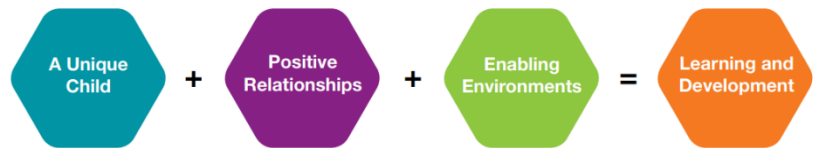
We set **high expectations** throughout all areas of school life and beyond. Our school motto is introduced in our Reception Class...**Aspire and Achieve all Together**. This is then embedded in all aspects of our children's lives as they become **lifelong learners** in an **environment of acceptance and support**. We believe that all children deserve to be

**valued as an individual** and we are passionate in supporting all children to **achieve their full, unique potential**.



## The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. There are four themes that underpin all the guidance in the EYFS.



We also look for and encourage the development of the Characteristics of Effective Learning (CoEL), which thread through all areas of learning and support children to be effective and motivated learners. They are:

**Characteristics of Effective Learning**

**Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

**Characteristics of Effective Learning**

**Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

**Characteristics of Effective Learning**

**Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

Learning in the EYFS framework is defined into seven areas, three prime areas and four specific areas. We focus on developing the children's skills in the prime areas first, and then the specific areas.

### The three Prime areas of learning are

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

### The four specific areas of learning are:

- **Mathematics**
- **Literacy**
- **Understanding of the World**
- **Expressive Arts and Design**

### Learning Through Play

We believe in the importance of **learning through play**. Children's play reflects their wide ranging and varied interests and preoccupations. In their play, **children learn at their highest level**. Play with peers is important for children's development. Through play, children **explore and develop learning experiences**, which help them make sense of the world. They have the opportunity to **practise skills, develop ideas** and **think creatively** alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

When planning for learning experiences and activities through play, we **start with the child**. We look at their needs, background, previous experiences and stages of development. Starting with the child ensures that **all children are included in all activities** and not denied opportunities

because of gender, cultural background, social circumstances or additional needs. We believe in **equal access to the curriculum for all children**. We also believe that children learn best when things have real meaning for them, so we plan for children's particular interests.



### Working in Partnership with Parents

We recognise that **parents are children's first and most enduring educators** and **we value the contribution they make**. We recognise the role that parents have played, and their future role, in educating their children. We keep in **regular contact with parents** through Dojo, Tapestry and parents' evenings in the Autumn and Spring Term. We speak to parents on a daily basis and make **suggestions of ways that they can support their child's learning** within the curriculum.