



The Early Years Foundation Stage EYFS

Tweendykes-Little Stars

EYFS Curriculum Intent

At Tweendykes we provide a high-quality EYFS education giving children a secure and confident start to their school life.

We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence with our highly structured routines and consistency.

We aim to provide the essential knowledge that children need to prepare them for their future and provide the best possible start to their early education with our varied curriculum for our varied learner profiles.

We provide enabling environments to develop self confidence and independence to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS.

The EYFS curriculum encompasses our school Ethos...

Five key principles which guide our practice are:

Community - 'We can't do it alone'... we all need to work together

Relationships - Strong relationships lead to greater insight and greater understanding of needs

Quality - We need to make the most of the time we have and make every moment matter

Everybody - We need everybody needs to be involved and committed to making Tweendykes the best place it can be

Home - Tweendykes is a place where we want everybody to be able to call 'home'

Implementation

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- We promote a love of learning and opportunities to build on prior learning.
- Close links with local nurseries/schools to support a smooth and settled transition.
- Strong parental partnerships which empower parents to support their child's learning at home through Marvellous me & home school diaries.
- Opportunities for children and families to develop a love of reading with our online Rocket Phonics programme.

Impact

- ✓ High levels of engagement and motivation demonstrated from children which supports them to know more and remember more.
- ✓ Strong links with parents from the start of their child's journey.
- ✓ Children feel happy and safe and enjoy coming to school.
- ✓ All children access a balanced personalised curriculum.
- ✓ Children make strong progress from their starting points and are offered a curriculum that will:
 - ✓ **Establish functional systems of communication**
 - ✓ **Acquire early learning concepts**
 - ✓ **Become socially aware and develop early independence skills**
 - ✓ **Develop sensory regulation strategies and be confident in the fundamentals of movement**
 - ✓ **Explore and engage with the wider curriculum**

Key Features of Effective Practice

The best for every child

- All children will be given an equal chance of success.

Our **Love for Learning** developmental curriculum model

Tweedykes aims to provide a stimulating, challenging and enjoyable educational environment. Each pupil will be encouraged to develop the knowledge, skills, attitudes, confidence and self-esteem necessary to overcome their barriers to learning and meet the challenge of adult life.

This is achieved through our developmental **Love for Learning** curriculum that is both balanced and relevant to the needs of the individual pupils and their wide range of learning difficulties.

The starting point for curriculum planning is the pupils' Education and Health Care Plans.
The balance of subjects and activities is created through careful planning to ensure each pupil receives the provision they need.

Engagement is the key!

We strive to provide a curriculum and daily lessons that fully engage our pupils.
For children and young people with complex learning difficulties, sustainable learning can occur only when there is meaningful engagement. This approach is underpinned by research.

High-quality care

- Our practitioners ensure the children's experience is the central focus of thinking.
- We ensure our young children are well cared for to enable them to thrive.
- High-quality care is consistent. All practitioners enjoy spending time with young children and this is reflected in their interactions with children.
- Practitioners are responsive to children and ensure they form effective and positive relationships.
- Practitioners support children to develop their independence.

Key Features of Effective Practice

The curriculum

- The curriculum is well planned to ensure we identify 'what we want' the children to learn.
- The curriculum is ambitious. Careful sequencing helps children to build their learning over time.
- The pillars of our foundation curriculum correlate with subject specific learning. This ensures that pupils can access learning at a pitch which is developmentally suitable at any given time.
- We ensure that depth in early learning is achieved through spending time embedding the children's learning, as children need the opportunities for over learning to deepen their understanding.
- The guidance set out by Development Matters, recognises that children's learning is not neat and orderly and the curriculum must consist of everything that we want the children to experience, learn and be able to do.
- With that guidance at Little Stars the early years children follow the school's curriculum to inform accurate and proportionate assessment of the Development Matters.
- The curriculum is personalised and learning is measured depending on their stage of development.
- This is achieved through our developmental **Love for Learning** curriculum that is both balanced and relevant to the needs of the individual pupils and their wide range of learning difficulties.

Key Features of Effective Practice

Pedagogy

- Every child is enabled to make progress in their learning with the right help.
- We utilise different approaches to learning to ensure all children make progress. Children learn through experiences, by adults modelling, by observing each other and through first-hand opportunities alongside direct teaching.
- Practitioners carefully organise enabling environments for high-quality learning opportunities that are exciting to promote engagement.
- Children in our early years also learn through small group work where practitioners guide and scaffold their learning.
- As the children develop throughout the year they are given more guided learning to develop independence to ensure they are ready for the next stage of their educational journey.

Key Features of Effective Practice

Assessment

- Assessment is based upon a secure knowledge of child development.
- Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning.
- Accurate assessment is used to highlight where a child needs extra support to scaffold their learning .
- Tapestry is used to record an electronic learning journey for each child. This alongside BSQ is used to capture the small steps of learning in conjunction with professional judgement and practitioner knowledge.

Seven Key Features of Effective Practice

Partnership with parents

- We ensure that parents/carers have a strong and respectful partnership in the early years which enables children to thrive.
- We listen regularly to parents and give parents clear information about their children's progress through face to face opportunities and Marvellous me.
- We take the time to 'get to know' and understand the children and their families, enabling us to offer support as needed.
- We carry out home/school visits before the children start school, this provides the foundation for strong and effective partnerships with parents.
- Parents/carers are invited into school for a welcome visit with their child prior to starting school. This provides parents/carers with the opportunity to familiarise themselves with the classroom environment.
- Parents/carers are given the opportunity throughout the year to engage in the wider school community with coffee mornings and our Leading Parent Partnership in conjunction with the many events that we will invite you to attend.
- Parents/carers are fully involved in their child's learning and development through Marvellous me, open mornings and the annual review of the EHCP.
- Parents are invited into school for regular parents evenings to provide an update about their child's learning and progress.
- We are flexible in our approach to communicating with parents/carers and adapt our communication methods to suit different preferences.

EYFS Statutory Framework

Areas of Learning and Development

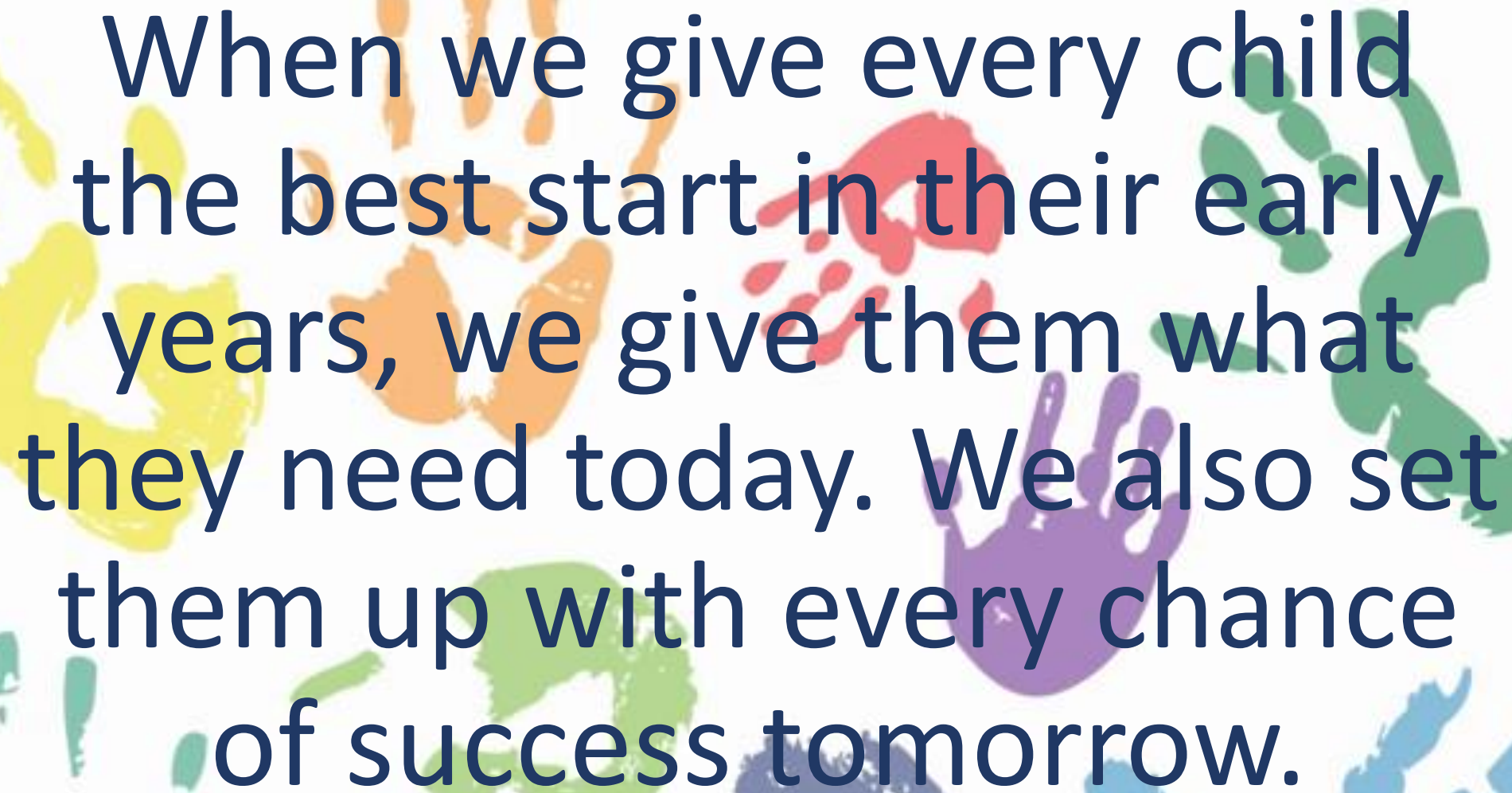
Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children are encouraged to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

The three characteristics of effective teaching and learning are:

- **Playing and exploring** – Children investigate and experience things, and ‘have a go’.
- **Active learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Prime areas of development and learning lay vital foundations in the early years. The three prime areas are: CL, PSED and PD. The four specific areas are: L, M, UW, EAD which build on the development gained through the prime areas.



When we give every child
the best start in their early
years, we give them what
they need today. We also set
them up with every chance
of success tomorrow.

Development Matters [DfE, 2021]