



EYFS Curriculum Statement

At the heart of our Early Years Foundation Stage (EYFS) curriculum is the belief that every child is unique, capable, and full of potential. Our curriculum is designed to foster a love of learning, nurture curiosity, and support children's holistic development in a safe, inclusive, and stimulating environment. We deliver this in a variety of ways: ensuring many opportunities for practical, hands-on activities to support children's learning and make it meaningful. New knowledge is introduced through explicit teaching and we follow this up with practice and application through play-based opportunities. Children's play is valued and used to teach many aspects of the curriculum. Learning through play is enhanced by skilful adult involvement and interaction. Every child is recognised as an individual and children's prior learning and starting points are acknowledged and built upon. We take into account what children already know and can do in order to build our curriculum. Every interaction a practitioner has with a child is an opportunity for teaching and learning. Our children will leave the Early Years as happy, confident, curious, independent learners ready for the wider world and the next stage of their learning journey.

How the EYFS key principles are delivered at Lodge Farm Primary School

A Unique Child: On entry to our setting, we liaise with parents to understand each child's needs and interests and discover where they are in their development. We will then ensure our inclusive, provision supports their areas of interest and style of learning, enabling them to consolidate, widen and deepen their knowledge to ensure they meet the next steps in their educational journey.



Positive Relationships: Through a range of transition events we ensure children quickly settle into their new class, becoming familiar with their new routine and environment, staff and their peers. They feel secure at school, develop friendships and begin to understand their feelings.

Enabling Environments: We very much value the importance of learning both outside and indoors and cover all of the areas of the curriculum in both. Our environment is safe and stimulating with staff ensuring it supports and extends children's learning through their play, exploring new challenges, accessing a wide range of resources to develop their interests with the encouragement of skilled practitioners.

Learning and Development

Personal, Social, and Emotional Development

Our intent is to help children develop a positive sense of self and an understanding of their emotions. We aim to provide opportunities for children to build strong relationships with their peers and adults, develop resilience, and promote a sense of belonging. Through play and structured activities, we encourage children to understand the importance of empathy, cooperation, and respect for others.



Communication and Language

We aim to create a language-rich environment where children are immersed in varied and meaningful opportunities to listen, speak, and develop their communication skills. Through storytelling, role-play, singing, and conversation, we foster a love of language, helping children to express themselves with confidence, build vocabulary, and develop listening skills.

Physical Development

Our curriculum supports the development of both fine and gross motor skills. We provide opportunities for active play, both indoors and outdoors, to encourage physical fitness and coordination. Children are guided to develop an understanding of health and self-care, learning about healthy choices and the importance of physical well-being.

Literacy and phonics

At Lodge Farm Primary School, the EYFS curriculum is delivered through a half termly topic, following our Hygge ethos with seasonal changes integrated throughout. We recognise the changing needs and interests of our pupils and are responsive to this by regularly developing existing topics. We use reading spine texts as a basis for topic planning, alongside this we also have Drawing Club which too supports communication and language, develops key vocabulary and promotes a love of reading and mark making ready for writing. Phonics and Early Literacy is taught through regular active sessions based on our Monster Phonics scheme, starting in our Nursery with listening to sounds in the environment and progressing to hearing the initial sounds in a word, then recognising some graphemes. Then in reception we continue this program, supporting the children in becoming early readers and writers through a range of engaging and meaningful activities.



Mathematics

Maths is taught through carefully planned sessions following the White Rose Scheme of learning, using concrete resources and building on prior learning and real life experiences. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0- 20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We aim to build children’s problem-solving and reasoning skills, enabling them to develop a positive relationship with mathematics and a curiosity for numbers and their real-world applications.

Understanding the World

We support children in making sense of their world by encouraging exploration, observation, and questioning. Our curriculum promotes curiosity about the natural world, different cultures, and communities. We provide opportunities for children to investigate, explore, and talk about the world around them, fostering an appreciation for diversity and a sense of belonging to a broader community.

Expressive Arts and Design

Creativity and imagination are central to our approach, and we provide a wide range of experiences for children to explore and express themselves through art, music, dance, and role-play. We aim to inspire children to be creative thinkers, enabling them to communicate their ideas and feelings through different media and forms.



Inclusive Learning Environment

We are committed to ensuring that all children, regardless of their background, abilities, or needs, are supported to achieve their full potential. Our inclusive curriculum takes into account individual learning styles and developmental stages, providing differentiated support to ensure each child's needs are met.

Play-Based Learning

Play is central to our curriculum. We believe that through play, children develop the cognitive, social, emotional, and physical skills that lay the foundation for lifelong learning. Our approach balances child-initiated and adult-led activities, allowing children the freedom to explore, imagine, and create while also guiding their learning journey in key developmental areas.

Preparation for Future Learning

Our curriculum is designed to ensure that children leave the EYFS as confident, independent learners ready for the next stage of their education. We strive to develop well-rounded individuals who are not only equipped with foundational academic skills but also have the social, emotional, and personal skills necessary for future success.

Through a nurturing, creative, and stimulating environment, our EYFS curriculum seeks to inspire children to be curious, motivated, and enthusiastic learners, ready to embrace the next steps in their educational journey.



Intent

Ambitious
curriculum for all
children

Give children the
knowledge and
cultural capital
they need to
succeed

Planned and
sequenced
curriculum

Curriculum that
builds on what
children know
and can do

A holistic approach based on
the Principles of the EYFS
Curriculum: A unique child,
positive relationships and
enabling environments

Inclusive
curriculum



Implementation

Practitioners have high quality interactions with children

Children benefit from meaningful, practical learning

Practitioners create an environment that supports their intent

All adults have a good understanding of how children learn

The curriculum is taught effectively

Practitioners communicate effectively with children and check understanding

Practitioners can develop children's English language and vocabulary well

Practitioners help parents support and extend learning at home. Information is shared with parents about pupil's progress.

Practitioners use assessment to inform teaching

Practitioners can adapt teaching as necessary



Impact

