

Early Years Foundation Stage (EYFS) Curriculum Statement

Intent • Implementation • Impact

Intent

At Spinfield School, we believe every child deserves an exceptional start to their educational journey. We provide a rich, ambitious and inclusive curriculum that inspires curiosity, develops independence and fosters a lifelong love of learning.

Our curriculum has been carefully designed around the requirements of the Early Years Foundation Stage Statutory Framework whilst reflecting the needs, interests and experiences of our children. We recognise that every child arrives with different starting points, unique experiences and individual strengths. Through high expectations, nurturing relationships and high-quality teaching, we ensure every child is supported and challenged to achieve their full potential.

Communication and Language sits at the heart of our curriculum. We believe confident communicators become confident learners and therefore provide rich opportunities for children to develop vocabulary, language, conversation and storytelling across every aspect of the school day.

We are passionate about developing children who are:

- confident and independent learners;
- resilient and willing to embrace challenge;
- kind, respectful and responsible members of the school community;
- curious, creative and enthusiastic explorers;
- effective communicators;
- ambitious learners who are proud of their achievements.

We recognise that children learn best through meaningful experiences. Our curriculum therefore seeks to broaden children's experiences and develop their cultural capital through first-hand learning opportunities, visitors, educational visits, outdoor learning and purposeful play.

The Characteristics of Effective Teaching and Learning underpin everything we do. We encourage children to play and explore, think critically, solve problems, persevere when learning becomes challenging and develop the confidence to take risks in their learning.

Reading is central to our curriculum. Through the systematic teaching of **Monster Phonics**, daily story sessions and carefully selected high-quality texts, children develop a love of books whilst becoming confident early readers.

Mathematics is taught through practical exploration, mathematical talk, reasoning and problem solving, enabling children to develop secure number sense alongside confidence in applying mathematical thinking in everyday situations.

We are committed to ensuring every child leaves Reception as a happy, confident and capable learner who is fully prepared for the opportunities and expectations of Key Stage One.

Implementation

Our curriculum follows the current Early Years Foundation Stage Statutory Framework and is delivered through a carefully balanced combination of child-initiated learning, Continuous Provision, purposeful play and high-quality adult-led teaching.

Practitioners develop secure relationships with children and use ongoing assessment to identify children's interests, strengths and next steps. Planning remains flexible and responsive, enabling staff to adapt learning to meet the needs of each cohort whilst ensuring progression across all seven areas of learning.

Learning is enhanced through:

- high-quality adult interactions;
- ambitious vocabulary and purposeful conversation;
- sustained shared thinking;
- practical investigation and exploration;
- imaginative play;
- carefully planned Continuous Provision;
- daily phonics teaching through Monster Phonics;
- meaningful opportunities to develop early writing;
- practical mathematical experiences;
- indoor and outdoor learning throughout the year.

Communication and Language is woven throughout the curriculum. Adults model ambitious vocabulary, extend children's thinking through carefully considered questioning and encourage sustained conversations that deepen understanding.

Children develop early reading through daily phonics sessions, shared reading, independent book exploration and regular opportunities to apply their developing knowledge within Continuous Provision.

Writing develops naturally through meaningful experiences, providing children with opportunities to record ideas, communicate messages, develop fine motor control and apply their growing phonic knowledge.

Mathematics is embedded throughout the learning environment. Children develop fluency, reasoning and problem-solving skills through practical resources, mathematical discussion and purposeful adult interactions.

Continuous Provision is carefully planned to encourage independence, resilience, creativity and sustained engagement. Practitioners continually enhance the environment in response to children's interests and assessment information, ensuring learning remains purposeful, ambitious and enjoyable.

Outdoor learning is valued equally alongside indoor learning. It provides daily opportunities for children to investigate, collaborate, develop physical skills, manage appropriate risks and apply learning in different contexts.

Inclusive practice is central to our provision. Teaching is adapted to meet individual needs, ensuring all children, including those with SEND and those working at greater depth within the Early Years curriculum, are supported and challenged appropriately.

Parents and carers are valued partners in learning. Through regular communication, consultation meetings and shared learning opportunities, we work collaboratively to support every child's development both at home and at school.

Staff engage in continuous professional development, curriculum reflection and moderation activities to ensure teaching remains current, evidence-informed and of the highest quality.

Impact

The impact of our curriculum is seen in children who are confident, enthusiastic and motivated learners.

Children leave Reception with secure foundations across all areas of learning and demonstrate the knowledge, skills and attitudes required for a successful transition into Key Stage One.

Our children are able to:

- communicate confidently with adults and peers;
- demonstrate resilience when faced with challenge;
- think creatively and solve problems independently;
- show kindness, empathy and respect for others;
- apply early reading, writing and mathematical skills across the curriculum;
- work collaboratively whilst developing increasing independence;
- regulate their emotions and behaviour appropriately;
- demonstrate curiosity, imagination and enjoyment in learning.

Progress is measured through ongoing formative assessment, professional observations, children's independent learning, the school's assessment systems and the EYFS Profile.

Assessment informs future planning and enables practitioners to identify next steps quickly, ensuring every child continues to make strong progress from their individual starting points.

The quality of the curriculum is continually evaluated through:

- learning walks;
- professional dialogue;
- lesson observations;
- moderation activities;
- scrutiny of assessment information;
- pupil voice;
- parental feedback;
- monitoring against the School Development Plan.

Our aspiration is that every child leaves the Early Years as a resilient, articulate, independent learner with a strong sense of belonging and a genuine enthusiasm for learning. They are well prepared academically, socially and emotionally for Year 1 and equipped with the confidence to flourish throughout their education.

At Spinfield we know that every child deserves the opportunity to thrive, to be challenged, to be inspired and to experience the joy of learning.