

Clockhouse Primary School

The Clockhouse Curriculum



Our Early Years Foundation Stage Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we pride ourselves on giving each child the best possible foundation for their school career. We work tirelessly to form strong relationships with the children and their parents to ensure that all stakeholders feel that our Early Years environment is one in which children are well cared for, nurtured, respected, well-educated and safe as well as being a place where children can be independent, take calculated risks and thrive. Our aim is to develop a good moral compass for later life and to equip children with the lifelong skills and knowledge to achieve throughout their school career in modern Britain.

As a Foundations Stage, we provide a stimulating, interactive, fun and challenging environment that is steeped in learning through play and aims to develop independent, inquisitive learners who are able to follow their own interests and take ownership of their learning. Whilst following the EYFS Curriculum, our aim is for all children to reach their full potential and find and relish challenge in all areas of the environment. The prime areas of learning form the basis of our learning environment, and all staff are aware of how crucial the development of PSED skills are in developing children that are well rounded and prepared to be resilient learners and good citizens. We are aware that many children arrive from deprived backgrounds, often with no outdoor space to use at home, and so developing our outside space to maximise learning potential is vital to the well-being of our children. On entry to our setting, it is evident that the children's communication skills are poor and so high-quality role play across our phase, teamed with highly qualified, experienced staff, is pivotal to the development of children's communication skills. EYFS staff are trained in the ShRec approach in order to raise children's communication and language skills. A consistent approach to delivering quality phonic sessions along with a book centric approach to learning and provision ensures that children are able to leave our Foundation Stage equipped with the skills that they need to embrace and thrive in the challenges of school life.

Our Early Years curriculum is enriched with opportunities to make the children's experience of our Foundation Stage exciting and memorable and provides experiences that the children may not otherwise be exposed to. All staff across the phase ensure that the facilities allow children the confidence to explore, create, challenge themselves and follow their own interests to meet their full learning potential.

What are we trying to achieve through the Clockhouse EYFS Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In our Foundation Stage, it is our intent that all children are provided with challenge, through developing high quality indoor and outdoor learning provisions that allow the children, supported by staff, to explore and challenge their own understanding. This is supported by structured learning times that work in conjunction with the environment to maximise and challenge the learning of all children.
- **Global Citizenship** – In our Foundation Stage, children learn how and why it is important to celebrate all cultures and traditions, respect British Values, learn to care for, understand and respect others and to resolve conflicts independently and rationally. This prepares them in how to be a good citizen in their society and appreciate the thought, feelings and emotions of others.
- **Creativity** – Creativity rests at the heart of our Foundation stage at Clockhouse Primary School. Children are continuously encouraged to be creative in their thinking through their movements, roleplay, dance, use of small world provisions and by using media and materials. Our environment is rich in opportunity for children to be creative, which allows children at this young age to express their thoughts and feelings in their own creative ways beyond verbal expression.
- **Aspiration** – The opportunities in our Early Years Curriculum allow children to see how others have reached their own aspirations and begin to develop aspirations of their own which they can explore creatively through role play and media in their environment.

- **Well-being** – In our Foundation Stage, the well-being of the children is promoted and nurtured in all that we do. Children are guided to understand how the importance of sleep, healthy eating, exercise, education and showing care and respect and receiving care and respect impact on our well-being. This provides the children with the understanding of how to care for their own well-being and the role they play in effecting the well-being of others.
- **Cultural Capital** – In our Foundation Stage environment children have the opportunity to explore the rich cultural diversity in their environment. Through tasting a wide variety of foods, cooking and baking, celebrating a vast range of multicultural festivals and activities and understanding and celebrating that other families are sometimes different to their own, children are given every opportunity to embrace their cultural capital.

How is the Early Years Curriculum delivered? (*Implementation*)

- The EYFS curriculum is mapped out in a long-term plan by the Foundation Stage leader to ensure that all areas of the Early Years Curriculum are met and that golden threads to future learning are evident.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with the long-term planning to ensure a broad coverage. Weekly planning expands on the Medium term plans and accounts for differentiation.
- The whole phase meets weekly to plan provisions in the environment which are tailored to meet the needs of the children, progressive and challenging for all children.
- Lessons, focused activities and provisions are clearly differentiated and adapted in the moment to meet the needs of all children, provide a challenge for all and follow the children's interests.
- Through monitoring and evaluation, gaps in teaching and learning are identified and responded too. INSETs, coaching for improvement, video coaching, liaising with other provisions and attending appropriate training ensure practice is constantly reviewed and developed.
- The Early Years curriculum is thematic and links to the school's Golden Threads which allows children to make links in their learning. This is delivered in six topics that are progressive across the phase.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured.
- The 'evidence me' method of assessment is used to assess children, set targets and share with stakeholders.
- All children have a 'learning journey' which shows their assessments and the progression in their work throughout their Foundation Stage Journey.
- The Foundation Stage Leader arranges enrichment activities and organises events to embellish the curriculum.
- Learning is linked to real-life experiences to provide children with a context for their learning and how this relates to the wider world.
- The curriculum is book centric and children are exposed to a range of high-quality texts throughout each topic, which are used to develop speech and language, vocabulary and communication skills.
- A vast range of high-quality role-play areas are available to the children linked to the themes and the interests of the children.
- High quality, well-scaffolded phonic sessions are delivered to the children daily to move their learning forward from their starting place.
- The provisions and timetables are progressive throughout the year as the children's abilities progress.

What difference is the Foundation Stage Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- The children will have a love of learning, take responsibility for their own learning and be independent learners.
- Children will have good communication skills and will listen respectfully and with tolerance to the views of others.
- The children will take pride in all that they do, always striving to do their best.
- They children will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

- They will develop a sense of self-awareness and become confident in their own abilities.