



## EYFS Curriculum Intent

We aim to have a practical, playful approach to learning, based on the needs and interests of our children. We know that children are “hard-wired” to learn and that we need to facilitate and support this throughout their time in Foundation Stage. Through a combination of teacher input and continuous provision opportunities, children are encouraged to develop their learning independently through exploration and challenge. Available activities offer challenge, creativity and promote high levels of engagement. We believe that ‘

*‘..high levels of involvement mean that high levels of brain activity are occurring.’*

*Professor Ferre Laevers*

At Highcliffe we pride ourselves on ensuring the best possible start for all of our Reception children as we know a child’s development at this crucial stage has a fundamental impact on their happiness, school journey and shapes the young person they will become.

Our dedicated team of experienced Early Year’s Practitioners care deeply about the children in our school and form close relationships with children and families. Through a combination of teacher input continuous provision opportunities, children are encouraged to develop their learning independently through exploration and challenge. Activities offer challenge, creativity and promote high levels of engagement.

We believe that young children are intrinsically capable of amazing things and we develop this through having high expectations and promoting a strong sense of Independence. Our children are proud to be independent in their learning, personal belongings and routines and are proud of their school and the part they play in it.

### Teacher’s Role

Teachers use assessment for learning to plan an engaging, developmentally appropriate provision. Learning is revisited and retrieved on a frequent basis.

We also know that this approach to learning helps our children to develop key learning dispositions and especially the 6Rs.

- Teachers are there to facilitate learning. They do this through assessing what children know, understand and can do, as well as taking account of their interests and dispositions to learn and they use this information to plan children’s next steps in learning and to monitor their progress.
- Teachers can adopt a range of approaches in Foundation stage, in the moment planning or guided sessions such as phonics.





- Teachers need to ensure that all children make good progress throughout their time in Foundation Stage so that they are prepared for their next stage of school.
- The teacher is also there to promote high quality language and social interactions with children.

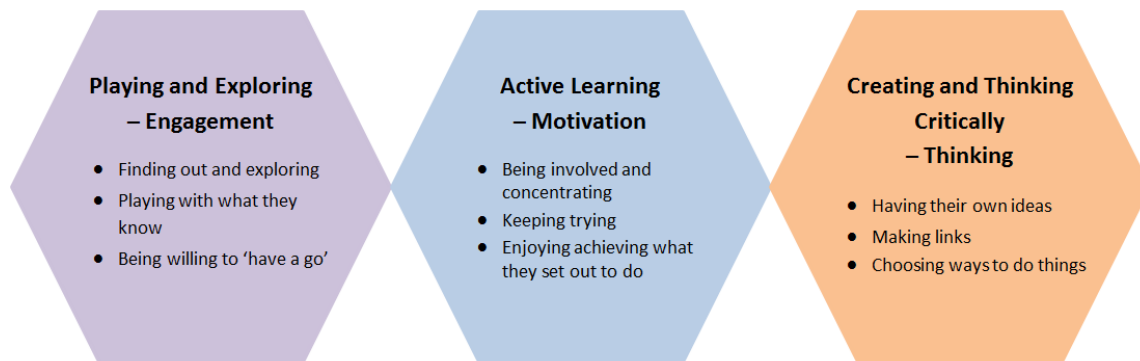
## Learning environments

Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Resources are easily accessible and adaptable, which helps develop children's independence, resourcefulness and responsibility. When activities are self-chosen, higher level involvement is observed.

The seven areas of learning are represented within our continuous provision, giving children an opportunity to deepen and extend learning as well as discover new things. All areas promote communication and language.

## Characteristics of Learning

The "Characteristics of Effective Learning" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. These complement our whole school ethos of developing the 6Rs and learning skills



and dispositions. All of the learning experiences we plan for the children allow them to utilise and develop these characteristics.





## Our Curriculum

In the Foundation Stage, we follow the guidance set out in the Statutory Framework for the Early Years Foundation Stage, published in 2021 by the DfES. This Framework sets the standards for learning, development and care for children from birth to five. It is mandatory to complete Early Years Foundation Stage Profile at the end of the school year where we assess children against the Early Learning Goals. At Highcliffe we aim for every child to attain these goals.

	Area of Learning	Sub area of learning	Lays the foundations for pupils in....
Prime Areas	Personal, Social and Emotional Development(PSED)	Self regulation	These areas underpin all future learning. Children need good communication, physical and social skills to access the rest of their school careers.
		Managing self	
		Building relationships	
	Physical Development (PD)	Gross Motor	
		Fine Motor skills	
	Communication and Language (CL)	Listening, attention and understanding	
Speaking			
Specific areas	Literacy (L)	Comprehension	English and all other areas of the curriculum.
		Word Reading	
		Writing	
	Mathematics	Number	Maths and other curricular areas
		Numerical Patterns	
	Understanding the World (UW)	Past and Present	History,
		People, Culture and communities	Geography, RE
		The Natural World	Science
	Expressive Arts and Design (EAD)	Creating with materials	Art, Music, Design Technology
		Being imaginative and expressive	Art, Music, Design Technology

Highcliffe creates its curriculum following guidance from Development Matters (2020) and Birth to Five document along with looking to children interests and areas of need.

## Phonics

Phonics is taught in discrete, daily lessons using a synthetic and systematic programme, Anima Phonics. This rigorous programme is sequenced from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences. We use a multisensory approach so that children can secure their phonic





# HIGHCLIFFE PRIMARY

Lionheart Educational Trust

Highcliffe Primary School  
Greengate Lane, Birstall, Leicestershire, LE4 3DL

0116 296 7600  
office@highcliffeacademy.org.uk  
www.highcliffeacademy.org.uk

Deputy CEO Jennifer Piper-Gale MA MSc  
Executive Principal Chelsea Williams  
Head of School Hannah Drury

knowledge and skills, enabling them to become fluent readers. We use phonetically decodable reading books so that pupils have opportunities to embed their phonic knowledge

## Reading

Reading is a priority in Foundation Stage. We know books promote vocabulary, reading and language. Stories are read to whole class on daily basis as well as being an integral part of the continuous provision. We want children to love books and who know a wide range of stories.

## Oracy and Language

Language development is a fundamental for all children. We value high quality interactions and staff work hard to ensure they have time to talk to individuals frequently, modelling language as they do. Children are encouraged to learn stories off by heart and to share these with their families. They are given opportunities to tell stories and make up new ones. Children are surrounded by language in our setting and we love to see them develop in it.

## Mathematics

We also have a discrete session for mathematics each day as well as lots of incidental opportunities to practice mathematical fluency. We follow early Number Sense principles which helps pupils to develop a conceptual understanding of number. We ensure children have concrete experiences of number before introducing them to pictorial and abstract experiences. We ensure children have opportunities to develop a good understanding of shape, space and measure within our classroom.

## Parent Involvement

We recognise the significant contribution parents make to their children's learning and so we seek to involve parents where possible. We use the online portal, Tapestry, as a means of ensuring parents are involved in their children's learning. *Parents are invited to information sessions about Maths, Reading, writing and the 6Rs where we explain what their child will be learning and how they could support their child's learning at home.*

*Throughout the year parents are invited to join us for celebration events such as Diwali, Eid and Christmas.*





# HIGHCLIFFE PRIMARY

Lionheart Educational Trust

Highcliffe Primary School  
Greengate Lane, Birstall, Leicestershire, LE4 3DL

0116 296 7600  
office@highcliffeacademy.org.uk  
www.highcliffeacademy.org.uk

Deputy CEO Jennifer Piper-Gale MA MSc  
Executive Principal Chelsea Williams  
Head of School Hannah Drury

