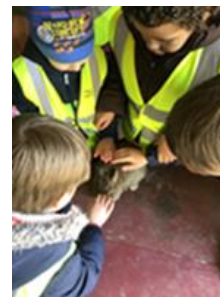
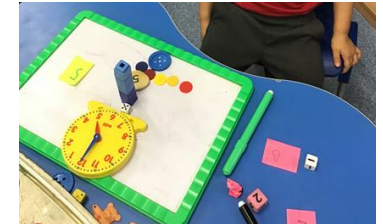




EYFS at Caldecote Primary School





EYFS Curriculum Intent

"Play is the work of children."

Tina Bruce

"Observation is not about collecting evidence. It is about understanding children."

Margaret Edgington

"Excellent early years learning nurtures curious minds, confident hearts, and a lifelong love of discovery."

At Caldecote Primary School, we are committed to providing a rich, ambitious and inclusive curriculum that enables every child to flourish and develop a lifelong love of learning. Our curriculum is informed by the EYFS Statutory Framework and Development Matters guidance and is designed around the unique needs, interests and experiences of our pupils.

We recognise that pupils learn best through high quality interactions, purposeful play, first-hand experiences and carefully planned learning opportunities. Through a balance of adult-led and child-initiated activities, children develop knowledge, skills and understanding across the seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Our environment is nurturing, stimulating and enabling, encouraging children to become confident, resilient and independent learners. We value strong partnerships with parents and carers, recognising that children achieve their best when home and school work together.

The **Characteristics of Effective Learning** underpin everything we do.

As **successful learners**, children think creatively and critically, making connections in their learning, solving problems and expressing their own ideas. Through meaningful play and rich learning experiences, they develop the knowledge, strong skills and attitudes needed to become confident and enthusiastic learners for the future.

As **confident individuals**, children develop a strong sense of self, build positive relationships and learn to manage their feelings and behaviour with increasing independence. They are encouraged to make choices, take on challenges and express their ideas with confidence, laying strong foundations for their future learning and development.

As **responsible citizens**, children learn to show kindness, respect and empathy towards others, developing positive relationships within their community. They are encouraged to value diversity, care for the world around them and understand how their actions can have a positive impact on others.

As **effective contributors**, children develop the confidence to express their thoughts, ideas and feelings clearly while listening and responding thoughtfully to others. They build a rich vocabulary, engage in meaningful conversations and use language to make connections, share experiences and deepen their understanding of the world.

Through our curriculum, we aim for every child to leave the Early Years Foundation Stage as a confident, capable and enthusiastic learner who is well prepared for the next stage of their education.

Curriculum Design

Our EYFS curriculum has been carefully designed to meet the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework, while drawing on the guidance provided in Development Matters and placing the Characteristics of Effective Learning at the heart of children's experiences. At Caldecote Primary, we are committed to providing an ambitious, progressive and inclusive curriculum that supports every pupil to become a confident, independent and successful learner. The curriculum is underpinned by high-quality teaching, careful sequencing of learning and ongoing assessment to ensure that children build secure knowledge, skills and understanding over time.

Our curriculum is organised around the seven areas of learning and development identified within the EYFS Statutory Framework. Through a balance of adult-led teaching, purposeful play and rich first-hand experiences, children develop the knowledge and skills needed to achieve the Early Learning Goals and make a successful transition into Key Stage 1. Development Matters informs our understanding of child development and helps us identify the key knowledge,



vocabulary and experiences children need at each stage of their learning journey. Learning opportunities are carefully planned to build on children's interests, prior experiences and individual needs, ensuring that all children can succeed.

The Characteristics of Effective Learning are woven throughout all aspects of our provision. We encourage children to play and explore, developing curiosity and a willingness to investigate new ideas; to become active learners, showing resilience, concentration and pride in their achievements; and to think critically and creatively, making links in their learning, solving problems and developing their own ideas. These characteristics are fundamental to our approach because we believe that how children learn is just as important as what they learn. Through a stimulating environment, strong relationships and meaningful opportunities for exploration, children develop the confidence and independence needed to become lifelong learners.

Our EYFS curriculum provides a strong foundation for future learning ensuring that every child has the opportunity to be happy, healthy and achieve their very best.

The Development of Skills Across the EYFS Curriculum

The **Long-Term EYFS Curriculum Map** sets out the broad knowledge, skills, vocabulary and experiences that children will encounter throughout their Reception year. It provides a clear overview of how learning is carefully sequenced across all areas of the Early Years Foundation Stage, ensuring that children build secure foundations for future learning. The curriculum map is designed around children's developmental needs, interests and experiences, balancing child-initiated learning with purposeful adult-led teaching. It promotes progression, revisits key concepts through meaningful contexts, and ensures all children have opportunities to develop the knowledge, skills, attitudes and dispositions needed to become confident, independent and successful learners. Through rich experiences, high-quality interactions and a language-rich environment, the curriculum prepares children for the next stage of their education while fostering curiosity, creativity and a love of learning.



EYFS Curriculum Implementation

Vocabulary development

Developing children's vocabulary is a key priority within our EYFS curriculum. We recognise that a rich vocabulary underpins communication, language development, reading comprehension and future academic success. Through high-quality interactions, carefully planned teaching and meaningful learning experiences, children are exposed to a broad and ambitious range of language across all areas of learning.

New vocabulary is explicitly taught, modelled and revisited regularly to ensure that children understand and can confidently use new words in different contexts. Adults enrich children's language through conversations, storytelling, questioning, role play and shared experiences, encouraging children to articulate their ideas, explain their thinking and engage in sustained interactions. High-quality texts, songs, rhymes and real-life experiences further extend children's vocabulary and understanding of the world.

We are committed to closing language gaps and providing all children with the language they need to communicate effectively, access the curriculum and develop as confident, capable learners. Vocabulary development is embedded throughout our provision and is carefully planned to ensure children build a secure foundation for future learning and success.

Planning

Planning documentation

Curriculum overview and Progression of skills and Knowledge:

The curriculum overview outlines what topic is taught and when, the skills developed in each area of learning over the course of the year.

Medium Term plans

The medium-term plans outline:

- The teaching and learning activities for skill acquisition in
- Knowledge and Understanding of the World
- Physical Development



- PSED
- Creative development

Short Term plans

The short Term plans outline:

- The teaching and learning activities for skill acquisition in
- Literacy
- Phonics
- Mathematics

Adapting the curriculum for pupils with SEND

Through adaptive teaching, all children, including those with SEND, EAL learners and disadvantaged pupils, are supported to access the curriculum, develop confidence and make meaningful progress from their individual starting points.

Adaptive teaching strategies in EYFS may include:

- Using high-quality interactions, questioning and modelling to extend children's thinking.
- Providing visual supports, prompts and practical resources to aid understanding.
- Adapting language to match children's developmental stage while introducing new vocabulary.
- Offering different levels of challenge through continuous provision and adult-led activities.
- Breaking learning into smaller steps and providing additional scaffolding when needed.
- Using flexible grouping and targeted intervention to support specific learning needs.
- Following children's interests to increase engagement and motivation.
- Providing additional opportunities for repetition, practice and consolidation.



Pedagogy

Area	EYFS Practise and Provision Rubric			
Curriculum Design	Curriculum is ambitious, sequenced and builds cumulatively from pupil's starting points.			
Safeguarding and Welfare	Pupil's wellbeing, emotional development and safeguarding are embedded in every aspect of provision and practice.			
Characteristics of Effective Learning	Staff explicitly promote resilience, independence, curiosity and critical thinking. Pupils consistently demonstrate high levels of engagement, perseverance, creativity and self-regulation across all areas of learning.			
Communication and Language	Rich conversations extend thinking and vocabulary throughout the day. High-quality interactions are a hallmark of practice; pupils confidently use ambitious vocabulary and articulate their ideas clearly.			
Vocabulary Development	Vocabulary is explicitly taught, revisited and embedded across the curriculum. Pupils confidently apply and transfer sophisticated vocabulary across different contexts and areas of learning.			
Teaching and Learning	Teaching builds on prior learning and adapts to pupil's needs. Teaching expertly balances direct instruction, modelling, guided practice and child-led exploration to maximise learning.			
Assessment	Assessment is accurate, manageable and closely linked to skill progression.			
Provision and Environment	Resources are purposeful, accessible and promote independence. Activities inspire curiosity, collaboration and deep learning.			
Play-Based Learning	Staff skilfully extend learning through interactions and questioning. Pupil's play consistently demonstrates deep engagement, problem solving, creativity and application of taught knowledge.			
Inclusion and SEND	Early identification and targeted support enable most pupils to achieve well. All pupils, including those with SEND and EAL, thrive through highly personalised support and inclusive practice.			
Parental Engagement	Strong partnerships support learning at home and school. Adults communicate effectively with parents.			



Behaviour and Self-Regulation	Pupils demonstrate independence and increasing self-regulation. Pupils consistently manage their own behaviour, show resilience and demonstrate excellent learning behaviours.
Early Reading and Literacy	Systematic phonics and reading sessions are delivered consistently through the Little Wandle program. Pupils develop secure foundations in reading, storytelling and comprehension.
Mathematics	Pupils confidently apply mathematical foundational knowledge in different contexts. Pupils use mathematical language naturally throughout provision.
Impact on Pupils	Pupils make progress socially, emotionally and academically, demonstrating strong knowledge, skills and learning behaviours that provide a secure foundation for future learning.

Assessment in the EYFS

Assessing learning

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support. We recognise that every child is unique, and brings with them their own individual experiences and personal histories, needs and interests, knowledge and skills.

Formative assessment:

Assessing the day-to-day learning and development of children.

Teachers will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Assessments will be used to:

- Inform our teaching
- Adapt our provision



- Identify needs

Adults will use professional judgement to make assessments of children during: play, interactions and adult-led tasks.

We use the EYFS Framework (Statutory guidance), Development Matters (Non-statutory guidance) and the Caldecote Assessment Framework (Reading, Writing and Maths) to inform our judgements.

Summative assessment:

End of unit Little Wandle Phonics reviews- half termly

Little Wandle Reading Book placement- half termly

Mathematics- White Rose End of Block assessments

Fine Motor Skills/Handwriting (ongoing assessments)

In line with statutory requirements, we will undertake a summative assessment of each child's development at certain stages:

Reception Baseline Assessment –a short assessment which is taken within the first six weeks of a child starting Reception.

The EYFS Profile –a comprehensive assessment completed at the end of the Reception year.

Parents will be kept up-to-date with their child's progress and development through parent consultations and an annual written report.

Teachers will address any learning and development needs in partnership with parents.

Parents and carers will be able to share in their child's learning experience through open classroom events, parent presentations, workshops and posts via Seesaw (online app).

EYFS Curriculum Impact

The impact of our EYFS curriculum is demonstrated through children who are happy, confident and motivated learners, equipped with the knowledge, skills and attitudes needed for future success. Children make strong progress from their individual starting points and develop the characteristics of effective learning, enabling them to become curious, resilient and independent learners. Through high-quality teaching, meaningful experiences and a carefully sequenced curriculum, children acquire secure knowledge across all areas of learning and are well prepared for the transition into Key Stage 1. The curriculum supports children to achieve the Early Learning Goals and develop a Good Level of Development whilst fostering positive attitudes towards learning, strong social and emotional skills, and a love of exploration and discovery.



Monitoring the Impact of the EYFS Curriculum

The impact of the curriculum is monitored through a range of assessment and quality assurance activities. Practitioners use ongoing formative assessment, observations, interactions and professional discussions to identify children's learning and inform next steps. Progress is reviewed regularly through assessments against curriculum objectives and the Development Matters guidance. Leaders monitor the effectiveness of the curriculum through learning walks, observations of teaching and learning, scrutiny of learning evidence, pupil progress discussions and analysis of assessment information. The views of children, parents and staff are also considered to ensure the curriculum remains responsive to the needs of pupils. Outcomes, including attainment within the Early Learning Goals and Good Level of Development, are analysed alongside children's levels of engagement, independence and wellbeing to ensure that all children are making progress.