



# Early Years Foundation Stage curriculum

*“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”*

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## The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

## The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, flight or freeze.

## The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



## Our Early Years Foundation Stage curriculum model

Our aim as an Academy is to provide a safe and engaging learning environment to allow children to develop and to leave us as happy, confident and skilful communicators who are curious about the world around them. The emphasis is very much on helping individual children to achieve their full potential. We have mixed age and ability classes and to ensure we can meet the diverse needs of each individual, we offer a range of learning opportunities.

Our curriculum is developmental not chronological: it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development.

For some children this may mean that they require a provision which is designed to focus on the Early Learning Goals before they are ready to access KS1. In our Early Years classes we recognise the importance of providing children with opportunities to meet the 3 prime areas of the EYFS curriculum and these will underpin all that we do. We also provide a comprehensive Read Write Inc phonics programme to develop their reading and writing skills.

Within our Academy we know that children do their best when all their physical and emotional needs are being met. We use a nurture approach to allow for social and emotional development in a structured and consistent way. With our smaller class sizes we are able to form positive relationships which we recognise are essential to provide a safe learning environment for our children. We allocate provision in our Early Years' classroom to pupils that are yet to meet numerous aspects of the Early Learning Goals. The provision is designed for children to have an opportunity to build upon all areas included in the Early Years Framework. We provide shorter, more manageable and achievable lessons to help children gain independence and consolidate learning. We offer a continuous and regularly enhanced provision to suit our learners' needs.

We understand the need for children to develop through play and offer a wide variety of learning experiences from a range of play based opportunities as well as adult led and independent activities. Every part of our day is structured to provide children with exciting and challenging learning opportunities.

### Specific areas of learning

Enabling students to engage and enjoy a  
broad and balanced curriculum

#### Communication and language

Ensuring students make progress  
and build confidence in spoken  
language and listening skills

#### Physical development

Opportunities to  
develop coordination,  
control and movement

#### Personal, social and emotional development

Developing students' social,  
emotional and mental health

## Intent

Our EYFS curriculum is designed to:

- Engage all pupils in learning at their own pace
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupils' social, emotional and mental health
- Focus on offering a systematic phonics provision to support pupils' progress with reading and writing.
- Support all pupils to make healthy and safe choices
- Support all pupils to move into, and be successful in, their next phase of education
- To deliver a broad and balanced provision in line with the EYFS framework.



# Early Years Foundation Stage curriculum

## Primary Curriculum Intent

Enable all  
pupils to make  
progress from  
starting points

Support pupils  
to make  
healthy & safe  
choices

Focus on  
developing  
pupils Social,  
emotional and  
mental health

Engage all  
pupils in  
learning

Allow  
pupils to  
explore subjects  
through a  
continuous  
provision  
linked to  
ELGs

Support  
pupils to be  
successful in  
their next  
phase of  
education

Strong  
focus on the  
prime areas  
of EYFS

Enable all  
pupils to  
experience  
success



## Implementation

At Springwell we use an enquiry based curriculum, this is a form of active learning that starts with a hook/topic. For our Early years children, we have a series of questions linked to a topic which ensures that our provision is sectioned in to small manageable chunks which will stimulate their curiosity and provide challenge.

We understand the need for carefully planned transitions as this can be an area which many of our children can find challenging. To help children manage these, we incorporate a range of up-regulating and down-regulating activities throughout the day in order to ensure they are ready for each learning phase. Our timetable clearly highlights how we implement this strategy to ensure readiness for learning.

Pupils explore the following subjects, using the following curricular programmes as the base of medium term planning:

Prime areas	
<b>Communication and Language</b>	Our timetable has been devised to ensure children are given the opportunity to speak, listen and understand in a range of situations in order to develop their confidence and skill to express themselves. Throughout the day, opportunities for group stories, discussion, questioning and sharing of ideas are incorporated to allow children to develop these essential skills. A word of the day is discussed to extend vocabulary and new words are also explored through stories, class discussions and conversations with staff.
<b>Physical Development</b>	Pupils will be stimulated throughout the day to engage in a variety of activities to develop their coordination, control and movement. This is implemented with dedicated time for physical activity, structured play and an enhanced provision designed to give children an opportunity to handle a range of resources and develop fine motor control. Staff also ensure that they learn the importance of structured/sensory play through role modelling and discussions during nurture breakfast and lunch.
<b>Personal, Social and Emotional Development</b>	Our students' social and emotional development is a key priority for us. We aim for them to develop a positive sense of themselves and others. Staff support pupils to be confident to try new activities, to take turns and play cooperatively with others. Teachers ensure that themes around wellbeing and relationships permeate through all lessons. Classroom staff and the Care Team support all pupils to begin to recognise their feelings and emotions and understand the concept of The Brain House characters and 'flipping your lid' using Siegel's Model of the Brain. Where needed staff use co-regulation to support pupils in crisis, with the aim for pupils to become more able to self-regulate over time. Pupils learn about what happens to their body when they are anxious and the intention is that they are able to recognise these signs and explore strategies to help them regulate big feelings and emotions.  We also offer a range of 1:1 SEMH interventions as part of our intervention menu, so that pupils with significant development needs identified on their Boxall profile can receive personalised support.



## Specific areas of learning

<b>Literacy</b>	<p>At Springwell we provide a systematic approach to reading and writing by using the Read Write Inc phonics programme. Igniting interest in reading is a key priority for us and we incorporate opportunities for children to be exposed to a wide variety of reading material with the use of our enhanced provision along with allocated times for children to be read to and regular guided reading sessions. The enhanced provision is also designed to allow children to develop their writing skills in a variety of ways and practise phonics. Timetabled reading sessions are, 'learning to read', 'reading for pleasure' and 'topics/story time'.</p>
<b>Maths</b>	<p>In our setting, our maths provision is planned to incorporate teacher led activities and enhanced by exploration of the inside and outside environment which has dedicated areas designed to help children practise and develop their mathematical skills. The enhanced provision is changed regularly to ensure that interest is provoked, learning is embedded and advanced, and that maths is seen as a fun learning experience. Many opportunities to develop will be offered discretely throughout the day by providing thought provoking resources and adult modelling and questioning to allow children to think critically.</p>
<b>Understanding of the World</b>	<p>At Springwell we encourage our children to value others and the world around them. We promote sensitivity and acceptance and pride ourselves on creating an atmosphere where being different and unique is celebrated. Children are guided to understand similarities and differences between themselves and others and to show care and consideration to people and the environment in which we live. Children have opportunities to investigate and make observations of the world around them through our enhanced provision, topic lessons and enrichment time.</p>
<b>Expressive Arts and Design</b>	<p>Opportunities for creativity are provided to allow children to develop confidence to share thoughts and feelings. We have a role play area and regularly enhanced creative area to encourage children to express themselves through, art, music, role play and design and technology. We provide regular dance and singing opportunities to promote confidence in self-expression. We understand that children who struggle with verbal communication can express themselves through art and creative play so we ensure that the environment is dedicated to allowing for these much needed forms of communication. Children have opportunities to explore a range of media to allow for imagination and creativity to flow.</p>



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## Enrichment

Our curriculum model reflects the importance of enrichment in our children's school lives. We have dedicated curriculum time for enrichment, ensuring our students experience success through a range of activities and learning experiences. This may take place in classes, in key stages or across key stages in 'families'. We work on developing relationships and building cultural capital in our young people. Activities are tailored to our students and may include but are not limited to sports, yoga, music, cookery, pamper and mindfulness time where children learn to take 'time out' to look after themselves. Pupils may have the opportunity to take part in other activities to enhance the curriculum and provide opportunities for further personal and social development.

## Impact

We will measure the impact of the curriculum in the following ways:

- Observations of learning
- Student /Parent voice
- Attendance
- Analysis of student progress data
- Qualitative data on student progress
- Analysis of behaviour data
- Analysis of progress linked to prime and specific ELG's
- Number of students successfully reintegrated to the next phase of their education

Children will develop skills required to support them in everyday life and prepare them for their next educational setting, namely:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning