

# The EYFS Curriculum at Crescent Primary School.

## *‘Happiness, Success and Learning for Life’*

*encompasses our school aims and values and underpins the ethos at Crescent Primary School.*

At Crescent Primary School, we understand and appreciate that early childhood is the foundation upon which children build the rest of their lives. We value the importance that the EYFS plays in laying secure foundations for future learning and development. Through our commitment to supporting each child’s development as an effective learner, we view this vital stage as preparation their next step in their education and in later life.

### Context

Crescent Primary School is proud to serve the community of the Bull Farm Estate on the outskirts of Mansfield, Nottinghamshire. It is a larger than the average primary school with 433 pupils currently on roll. Bull Farm Estate is an area of high socio-economic deprivation. Statistics show that the Bull Farm Area is in the lowest 10% for deprivation in the country. The majority of families live in rented accommodation with a significant number of children coming from single parent families. Unemployment levels are high in the area, as they are across Mansfield, and working parents are generally in low-income occupations.

The school’s Free School Meal (FSM6) figure is more than twice that of the national figure. Crescent Primary School is recorded as having 47% of pupils eligible over the last six years. The percentage of pupils with Special Educational Needs support is currently 27% with 3 children having an Education Health Care Plan.

The percentage of children whose first language is not/believed not to be English has risen significantly over the last four years from 6% in 2018 to 10% in 2020 and currently lying broadly in line with the national figure at 18%.

Attendance rates are 95% with a high rate of persistent absentees – attendance below 90% (19%)

The Early Years Foundation Stage currently has 93 children on roll with high numbers of children with SEND (16%) and English as an Additional Language (14%)

Crescent Primary School closes gaps over time. Attainment on entry to the foundation stage is significantly lower than the national picture for the overwhelming majority of pupils. By the end of foundation stage, good progress has been made, but attainment remains lower than national and local figures. Again, good to very good progress is made through KS1 and attainment at the end, although still lower than national figures, shows that the gap between our pupils and national has narrowed. Pupils continue to make good progress through KS2 so that, by the end, attainment is in line with national figures and, in some aspects, higher.

### Intent

At Crescent Primary School, our ambitious, child-centred curriculum offers learners opportunities to develop the knowledge, skills and understanding to become successful, independent learners. We value all of our children’s starting points in life and by building upon these our intention is to give each child every possible opportunity to:

- develop a lifelong love of learning
- engage in a broad and balanced curriculum than enables all children to make maximum progress
- have access to enabling learning environments, both indoors and outdoors, to stimulate and engage learning
- develop independence and resilience
- encourage active enquiring minds
- explore and solve problems
- work collaboratively
- develop positive relationships and feel safe, secure and confident to take risks in their learning
- have hands on, memorable learning experiences that develop all children’s cultural capital

By the end of the EYFS we aim for all of our children to make accelerated progress from their starting points in order to equip them for future learning and foster characteristics to make them lifelong learners. Our aim is to narrow the gap and we continually strive to do this through close analysis of attainment and refining our teaching and provision in light of this.

## Implementation

We follow the Early Years Foundation Stage Curriculum Statutory Framework (2023, DfE) alongside the Development Matters Non-Statutory Guidance (2020, DfE) to ensure our curriculum meets the needs of all our learners and offers the best possible opportunities for all. In addition to this, we follow The DfE accredited Phonics Scheme 'Super Sonic Phonics Friends' to ensure that all our children have the best opportunity to become confident, independent readers and writers.

Staff have developed a broad and balance curriculum which focusses on child development and ensures children build on skills and knowledge that they already know. Each area of the curriculum is implemented through a balance of child-initiated, adults directed activities and guided play. The Characteristics of Effective Learning underpin the children's learning and development across the seven areas. Highly trained staff ensure the children's needs are met through continuous provision and enhanced provision linked to topics. Staff will follow the interests of learners and use opportunities to use these in provision and guided learning tasks.

Staff identify and recognise the differing needs and abilities of learners across the Early Years Foundation Stage and provide suitable provision and adaptations to learner where needed. Staff work alongside and seek support from our school SENDCO and other appropriate outside agencies to ensure all learners have the opportunity to meet their full potential.

Each child's journey through the Early Year Foundation Stage at Crescent Primary School begins with us developing strong, mutual relationships with the children and their families. Our strong relationships ensures that staff know the children really well and enables us to provide opportunities and learning experiences for the children to build on their existing knowledge, skills and understanding. Our staff use opportunities through playing alongside and observing the children, to gather a clear understanding of where the children are in their learning and any gaps they may have. Staff then work as a team to discuss all of the learners and devise individual, personalised next steps for each child. On-going assessment is at the heart of good quality, effective EYFS provision. We provide effective and focussed intervention for those children who are finding learning challenging and are not on track to meet the expectations at the end of the year. This will ensure that all children have every chance to achieve the Early Learning Goals at the end of the Reception year.

We measure progress and children's learning across the year through formative and summative assessments.

We use the Tapestry online learning Journal to record observations and share the children's learning with parents and carers. Staff create weekly posts to summarise the week's learning and activities to ensure parents are continually informed and best able to support out of school.

## Impact



Our ambitious, broad and balance curriculum ensures that the needs of all learners, including those within vulnerable groups, can be met within the Early Years Foundation Stage environment through high-quality first teaching, supported by targeted interventions where needed. We work hard to ensure we are closing the gap for all of our learners. We aim to have well-rounded, happy and confident learners ready to transition into the next stage of their learning in Key Stage 1.

We aim for our children to make more than the expected progress from their own individual starting points despite most of our children entering our Nursery with well below the expected level of development for their age. We have high expectations of all learners and aim for a high percentage of our children to achieve a Good Level of Development in the Early Years Foundation Stage by the time they leave Reception.


The judgements of our school are moderated with other Early Years Leaders from other schools in our Collaboration of Schools. The Early Years Leaders from the Collaboration of Schools work together across the year to support collaboration and best practice.

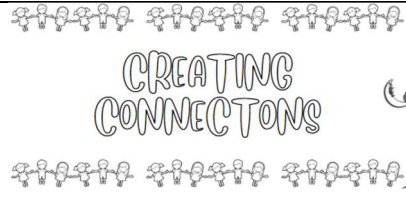
### Curriculum drivers

The Crescent Primary School community aims to provide a curriculum which reinforces our school vision of 'Happiness, success and learning for life'. We aspire for our learners to be independent and confident with high aspirations and a desire to make a positive contribution to their community and wider society. As a school, we have focused on developing our curriculum to provide our children with a provision based on current research and the specific needs of our community. Our Free School Meal (FSM6) figure is more than twice that of the national figure. Crescent Primary School is recorded as having larger than National data number of pupils eligible for Pupil Premium over the last six years. The percentage of pupils with Special Educational Needs support is again, above National Averages. Additionally, the percentage of children whose first language is not English has risen significantly over the last four years from 6% in 2018 to 10% in 2020 and currently lying broadly in line with the national figure at 20%. The National Curriculum forms the backbone of our learning, but we recognise that we need to do more to drive the curriculum and to provide our children with wider experiences. Consequently, our school community, in collaboration, developed a list of curriculum drivers. These drivers will ensure that our children have all the tools necessary to not only successfully navigate the National Curriculum but also to develop their cultural capital.


<p><i>Healthy bodies,</i>  <i>healthy minds</i> </p>	<p>How we support in the Early Years Foundation Stage</p>
<p><i>Crescent children care about themselves and others: developing a self-regulation strategy is a priority. Crescent children build their self-esteem and create growth mindset by taking risks and learning from mistakes. They take responsibility for their own health and want to be active.</i></p>	<p>Children in the Early Years Foundation Stage are supported through co-regulation strategies to understand their emotions and feelings and how these may impact on others. Children are supported to regulate themselves and begin to identify what may be causing the dysregulation. We learn about different emotions and how these are reflected through our facial expressions and body movements.</p> <p>Children are encouraged to take risks and challenge themselves in a safe, caring environment with the support of supportive, loving adults. Children play and learn in an environment of praise and positivity and learn to take pride in themselves and show their individuality. We learn about differences and know that we are special in different ways.</p> <p>Children in the Early Years Foundation Stage are encouraged to be active throughout the day. Children have access to our outdoor area which offers opportunities to develop their gross motor skills. Children have access to a range of different resources to develop these skills including bikes and trikes, balancing equipment, climbing equipment and a range of sporting equipment such as balls and bats.</p> <p>Children have weekly visits to the school's larger play areas where children are taught and supported to safely access the equipment. Children learn how to safely use the different equipment such as the scramble net, fireman's pole and monkey bars. We aim for children to confidently, independently and safely access the large play equipment by the time they leave Reception.</p> <p>All the children take part in a weekly PE session with a trained sports coach to develop and enhance skills and knowledge in a range of different sports and activities. Over the year, children will work with a</p>


	<p>trained FA coach, a trained dance teacher and a trained sports coach to deliver core games training. The children really enjoy these sessions and gain lots of skills and knowledge from them. They also offer opportunities for children to take us these skills out of school, with some children joining teams and dance schools after taking part in the sessions in school.</p>
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<p><b>WONDERFUL WORDS</b></p> 	<p>How we support in the Early Years Foundation Stage</p>
<p><i>Crescent children know that words are wonderful in their spoken, written and signed forms. They have a love of learning and a growing bank of vocabulary which enhances their knowledge journeys.</i></p>	<p>As a prime area of the Early Years Foundation Stage, Communication and Language is a key focus for the staff at Crescent. The majority of children enter our nursery with communication skills that are well below the national average for their stage of development. Across Nursery and Reception, children take part in daily Communication and Interaction Time, where adults prioritise playing, communicating and modelling language with the children with no other distractions or tasks. Children have access to a language rich environment with knowledgeable, supportive staff who understand how children acquire and master language. Staff seize opportunities to use language, interact and encourage conversations and turn taking with others. Children have access to well-stocked inviting book areas in all classrooms full of fiction and non-fiction texts and resources. Children are exposed to a wide range of stories and texts to help develop their vocabulary and language acquisition. Staff share stories as a whole class and in small groups during provision and take part in daily singing sessions to support children's love of language and words. Children begin their phonics journey in the Early Years Foundation Stage. In Nursery, children take part in a range of Phase 1 phonics activities to help develop listening and attention and other pre-requisite skills to help them succeed as they learn sounds and words as part of Phase 2 and 3 in Reception. Staff utilise the expertise of other colleagues and professionals to ensure they are providing the very best opportunities for all our children. We aim for all children, regardless of ability, to be able to communicate effectively through words, actions or written or drawn forms.</p>

<p><b>CREATING CONNECTIONS</b></p> 	<p>How we support in the Early Years Foundation Stage</p>
<p><i>Crescent children are inclusive and friendly respecting themselves and others. They are effective collaborators: living, working and playing cooperatively. Crescent children actively look for connections in</i></p>	<p>Children in our Early Years setting become tolerant, respectful members of our community and develop an understanding of similarities and differences. From the very stage of their journey at Crescent Primary School, children are supported in their play to develop positive relationships with both their peers and the adults around them. Adults model sharing and cooperation skills through playing alongside the children and by having conversations with the children. Children learn</p>

<p><i>their learning and apply these to strengthen their understanding.</i></p>	<p>to collaborate with their peers in their play and in their activities and develop team work skills.</p> <p>Through a planned curriculum that recaps and reinforces, previous learning, children get the opportunity to strengthen understanding and make connections in their learning. Children follow the same topics in both Nursery and Reception, however learning in Reception builds on and extends the learning that has taken place in the Nursery class. This allows our learners to develop an in-depth, secure knowledge in a range of different areas of their learning.</p> <p>In both Nursery and Reception, children have access to an inviting learning environment that has been stocked with carefully selected continuous provision resources to enable children to extend and build on skills and knowledge through their play and explorations.</p>
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 <p><i>Our place in our world!</i></p>	<p>How we support in the Early Years Foundation Stage</p>
<p><i>Crescent children are effective global citizens with a keen interest in their own cultural heritage and their place in our developing world. They work tirelessly to understand and alter their impact on our planet. Crescent children use technology to their advantage in a safe way.</i></p>	<p>As part of the Understanding of the World area of curriculum, children take part in a broad curriculum learning about the world around them, the different cultures and faiths of others around us and about our past and that of other people familiar to us.</p> <p>As part of nature detectives, children develop a good understanding of the world around us and the impact we can have on the world. Children develop a good understanding of the nature around us and how to tend to it's needs. Children learn about world celebrations and develop an understanding that people around us have different faiths and beliefs. Children develop a tolerance and respect for others faiths and beliefs and enjoy taking part in a range of world celebrations, such as Diwali and Chinese New Year. Children develop a sound understanding of their community and where they live. The begin to understand what is around them and why these places are important to the people in the community such as the local shop, the church etc. Children in Reception begin to learn about the wider world and learn specifically about what its like in hot places and cold places around the world. They learn about the culture of these countries and question what it would be like to live there. Children begin to develop an understanding of their own history and past in Nursery by comparing how we have changed since we were babies. Children in Reception, begin to look further into the past by looking at how life has changed since our grown ups were younger and by looking at the lives of some significant historical figures.</p>

 <p>Dream <b>BIG</b></p>	<p>How we support in the Early Years Foundation Stage</p>
<p><i>Crescent children are ambitious and aspirational with happiness, success and</i></p>	<p>Children in the Early Years are encouraged to 'Dream Big' and be the best possible version of themselves every day. Children develop an understanding of how special they truly are through the topic 'Amazing</p>

<p><i>learning for life at their core. Their cultural capital is ever increasing giving them the skills, experiences and drive needed to be the best versions of themselves.</i></p>	<p>Me!'. Children learn about their own personal strengths and talents and are supported to develop independence and resilience to become autonomous learners.</p> <p>In Nursery, children are supported to develop a solid foundation in the Prime Areas of learning to enable them to become active, enquiring learners as they move through school.</p> <p>Children learn about job roles and careers through our topics of learning such as farmers, police men, doctors etc. These job roles are explored further in our role play areas and provision activities. Staff utilise opportunities to provide real life role models and experiences wherever possible such as visits from the local police officers, local librarian and a visit out to the local farm.</p> <p>Staff have developed a good understanding of the culture capital our children enter our school with and then provide opportunities wherever possible to build upon and extend their cultural capital. Children develop skills and knowledge and a love of learning in our Early Years setting that they take with them as they move on through school.</p>
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<p>CRESCENT VALUES</p>	<p>How we support in the Early Years Foundation Stage</p>
<p><i>Crescent children are well rounded, tolerant and empathetic members of our community. They are respectful; aware that their own spiritual, moral, social and cultural standing maybe different to others. Crescent children support democracy and understand right from wrong. They celebrate diversity and encourage individual liberty. 'Being me is great!'</i></p>	<p>Children develop a strong sense of right from wrong in our Early Years setting. Staff have established age appropriate expectations and provide familiar structures and routines enabling children to make their own choices. Children have a good understanding of the school's Golden Rules and staff use visual and verbal reminders of these when needed. Children become good role models for each other and are able to support other friends to make the correct choices in behaviour when needed.</p> <p>Children in our Early Years setting are tolerant of all of the children around them regardless of needs, race, ability and they class all children as their friends. Children are inquisitive and want to know more about their friends and others around them. They show care and empathy for others who may need help or support and children develop an understanding at how they can help their friends.</p> <p>Children are exposed to our diverse world through a variety of different stories and media and children are encouraged to ask questions to enable them to understand more about our world. Children are encouraged to be themselves in any form that takes and children's individual interests are supported and encouraged by staff through play and provision.</p>