



EYFS Curriculum Policy

Whetstone Field Primary School

EYFS Vision Statement

At Whetstone Field Primary School, our Early Years Foundation Stage reflects our whole-school motto, **“Love Learning Together.”** We want every child to feel safe, happy, valued and inspired from the very start of their education. We believe children learn best when they are secure, curious and supported by adults who know them well. There are no significant contextual barriers that define our curriculum; instead, our curriculum is broad, ambitious and inclusive for all children, while remaining responsive to individual starting points, interests and needs.

Our vision is for children and staff to love learning together through play, purposeful experiences, rich language, positive relationships and exploration of the world around them. We nurture confident, independent and resilient learners who communicate well, develop positive relationships, show curiosity and are ready for the next stage of learning.

1. Purpose and Scope

This policy sets out how Whetstone Field Primary School plans, delivers and evaluates its Early Years Foundation Stage curriculum. It applies to all children in the Nursery and Reception year and should be read alongside the school's policies for safeguarding, behaviour, SEND, assessment, teaching and learning, equality and inclusion, and health and safety.

The policy is informed by the Department for Education Early Years Foundation Stage statutory framework which sets the standards for learning, development and care for children, and by current Ofsted inspection guidance, which considers the quality of curriculum and teaching, how well provision meets children's needs, and the impact on children's learning and development.

2. Aims

- To provide a curriculum that is broad, balanced, ambitious and rooted in the seven areas of learning and development.
- To ensure every child feels safe, included and able to thrive.
- To develop children's communication, language, social confidence, independence and positive attitudes to learning.
- To build secure foundations in early literacy, mathematics, physical development and understanding of the world.
- To promote creativity, imagination, problem solving and curiosity through high-quality play and purposeful adult interaction.
- To use assessment effectively so that adults understand children's starting points, identify next steps and support good progress.
- To work in partnership with parents and carers so that children's learning and wellbeing are supported at home and in school.

3. Curriculum Intent

Our EYFS curriculum is designed to give children the knowledge, skills, vocabulary, experiences and attitudes they need to be successful learners. We plan for progression from children's starting points towards the Early Learning Goals, while recognising that children develop at different rates. The curriculum is sequenced so that children revisit important knowledge and skills over time, with increasing depth, independence and confidence.

We intend that children leave Reception able to communicate their ideas, listen to others, form positive relationships, manage routines with increasing independence, use early reading, writing and mathematical skills, and show curiosity about people, places, nature, technology, stories, music, art and imaginative play.

Planning

- Long term planning: Our curriculum is based around [key learning objectives](#) for each term in Nursery and Reception. These have been chosen using the EYFS Framework, Development Matters and the Early Learning Goals.
- Medium Term planning: we plan [broad themes](#) with suggested activities as a vehicle for meeting our termly expectations. We also use plans from schemes: Can Do Maths, Master the Curriculum Maths, Twinkl Phonics, Drawing Club alongside intentional Vocabulary plans.
- Short term planning: we use the school's weekly planning system to plan our adult led activities. We make enhancements to provision based on staff discussions about children's progress towards our termly objectives.

4. Curriculum Implementation

Children learn through a balance of child-initiated play, adult-guided learning, direct teaching, small-group work, high-quality interactions and well-planned continuous provision. Adults model language, extend thinking, introduce and revisit new vocabulary, demonstrate skills, ask thoughtful questions and support children to practise and apply what they have learned. Communication is intentionally planned into all routines and areas of provision so that children have frequent opportunities to listen, respond, explain, negotiate, retell, imagine and discuss.

Learning is organised through carefully chosen themes, texts, seasonal opportunities, children's interests and first-hand experiences. The indoor and outdoor environments are planned to encourage exploration, collaboration, independence, physical development and communication. Adults adapt provision in response to observation and assessment, ensuring that learning remains meaningful and appropriately challenging.

5. Curriculum Impact

The impact of the EYFS curriculum is seen in children who are engaged, motivated and developing the knowledge, skills and confidence needed for Year 1. Practitioners use professional knowledge, observation, interactions, work samples and assessment information to identify what children know, remember and can do. Leaders review the quality of provision, pupil progress, learning behaviours and outcomes to ensure that the curriculum remains effective and ambitious for all groups of children. EYFSP outcomes are monitored carefully and have been broadly in line with, and in some areas above, local and national averages, supporting evidence that children are well prepared for the next stage of learning.

6. The Seven Areas of Learning and Development

The EYFS curriculum covers all seven statutory areas of learning and development. The three prime areas are fundamental to children's early development and underpin learning across the curriculum. The four specific areas strengthen and apply learning through meaningful opportunities, direct teaching and play.

6.1 Communication and Language

Communication and language are prioritised throughout the day because they underpin learning across the whole EYFS curriculum. Children are supported to listen carefully, understand spoken language, follow instructions, join conversations, explain their thinking and use new vocabulary in meaningful contexts. Vocabulary teaching is intentionally planned across EYFS themes, high-quality texts, routines and areas of provision so that children are introduced to ambitious and useful words, hear them modelled repeatedly, practise them through talk and play, and apply them across the curriculum. Adults model high-quality spoken language, introduce and revisit vocabulary through stories, themes and real experiences, use sentence stems and prompts, and create regular opportunities for talk through play, group time, story time, singing, role play and outdoor learning. WellComm is used to help identify, monitor and support children's speech, language and communication development, enabling staff to recognise needs early and provide appropriate targeted support. Staff provide additional scaffolds, modelling and intervention where needed so that children can communicate confidently and access learning across the curriculum.

6.2 Personal, Social and Emotional Development

Personal, social and emotional development is promoted through secure relationships, clear routines, positive behaviour expectations and purposeful opportunities for children to collaborate, lead, make choices and develop independence. Children are taught to recognise and name feelings, build friendships, take turns, share resources, manage routines, develop resilience and understand how to keep themselves safe, healthy and ready to learn. Adults support self-regulation through modelling, co-regulation, praise, reflection, visual prompts, consistent expectations and calm, responsive interactions. Personal development is woven through play, group time, stories, role play, outdoor learning and daily routines so that children grow in confidence, empathy, responsibility and respect for themselves and others. Through everyday practice, children begin to develop an age-appropriate understanding of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance. SMSC development is supported as children learn to reflect, make choices, show kindness, understand right and wrong, appreciate similarities and differences, and take part in shared experiences. Cultural capital is developed through carefully planned opportunities, stories, celebrations, visitors, local experiences and rich provision that broaden children's knowledge of themselves, their community and the wider world.

6.3 Physical Development

Physical development is supported through daily opportunities for movement, coordination, balance, strength, stamina and fine motor control. Twinkl PE Mastery is used to support a progressive approach to physical education, helping children develop gross motor skills, core strength, coordination, balance, spatial awareness, teamwork, confidence and safe movement. The Griffin OT gross and fine motor programme further supports children's physical development by providing structured activities that build postural control, shoulder stability, hand strength, hand-eye coordination, pencil control and the foundations needed for writing and self-care. Children access a wide range of indoor and outdoor provision, including climbing, running, dancing, construction, mark making, threading, cutting, dough, tools, handwriting activities and opportunities to handle equipment safely. Adults plan purposeful activities that develop the physical foundations needed for writing, dressing, eating, hygiene and other self-care routines. Children are encouraged to make healthy choices, understand how their bodies move, manage appropriate risks and build confidence, independence and perseverance through active play and adult-guided learning.

6.4 Literacy

Literacy is developed through a language-rich environment, daily story sharing, high-quality texts, songs, rhymes, systematic phonics teaching, mark making and purposeful writing. The school uses Twinkl Phonics to provide a consistent, progressive approach to early reading, helping children recognise grapheme-phoneme correspondences, blend for reading, segment for spelling and build confidence with decodable texts. Writing is supported through the Write Rules approach, which helps children develop early transcription, sentence composition, handwriting, spelling, punctuation and writing stamina in a structured and age-appropriate way. Children learn to enjoy books, discuss stories, use new vocabulary, write for real purposes and see themselves as readers and writers. Adults model reading and writing, celebrate children's attempts and ensure that early literacy is connected to play, provision and meaningful contexts.

6.5 Mathematics

Mathematics is taught through practical, visual and playful experiences as well as focused adult-led teaching. In Nursery, Master the Curriculum Maths supports early mathematical development through age-appropriate opportunities to explore number, pattern, shape, space and measure in meaningful contexts. In Reception, Can Do Maths Reception provides a structured and progressive approach that helps children build secure number sense, counting, comparison, composition, subitising, reasoning and problem-solving skills. Children develop a deep understanding of number, counting, comparison, composition, pattern, shape, space and measure through direct teaching, routines, games, stories, construction, cooking, outdoor learning and continuous provision. Adults encourage mathematical language, problem solving, reasoning and representation so that children can explain their thinking and apply mathematics confidently in different contexts.

6.6 Understanding the World

Understanding the world is developed through EYFS plans and carefully chosen themes, which act as a vehicle for teaching key knowledge, vocabulary, skills and experiences. Through investigations, stories, visitors, celebrations, maps, timelines, local walks, nature, technology and discussion, children learn about families, communities, past and present, people who help us, different cultures and beliefs, the natural world and seasonal change. Themes are planned to provide meaningful contexts for children to observe, compare, question, explain and make links between their own experiences and the wider world. Adults introduce accurate vocabulary and support children to revisit and deepen their understanding over time.

6.7 Expressive Arts and Design

Expressive arts and design are promoted through EYFS plans and themes, which provide a meaningful vehicle for teaching creative skills, artistic techniques, music, movement, imagination and representation. Children explore music, singing, dance, drama, role play, small-world play, construction, drawing, painting, collage, modelling and design through rich themes, stories and first-hand experiences. Adults teach children how to use tools, materials and techniques safely and purposefully, while also giving them time to experiment, make choices, perform, evaluate and develop their own creative ideas. Themes help children make connections between art, music, stories, cultures and the world around them, while valuing individual expression and creativity.

7. Characteristics of Effective Teaching and Learning

Practitioners plan and interact in ways that promote the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. Children are encouraged to investigate, persist, take appropriate risks, make links, develop ideas and reflect on what they have done.

8. Assessment

Assessment is purposeful, proportionate and used to improve learning. Practitioners use observation, professional judgement, conversations with children, examples of work and information from parents and carers to understand each child's development. Communication and language are monitored closely through everyday interactions, story discussion, play, adult-led sessions and targeted observation so that children who need additional support can be identified early. Assessment informs planning, identifies children who may need additional support and helps staff evaluate the effectiveness of provision. Statutory assessments, including the Reception Baseline Assessment and the Early Years Foundation Stage Profile, are completed in line with national requirements.

9. Inclusion, Equality and SEND

All children are entitled to access a rich and ambitious EYFS curriculum. Staff identify and remove barriers to learning, adapt teaching, provide additional scaffolds and work with families and external professionals where needed. Children with SEND, disadvantaged children, children who speak English as an additional language and children who may need pastoral support are planned for carefully so that they can take part, belong and make progress. Where children have speech, language and communication needs, adults use practical strategies such as modelling, repetition, visual prompts, structured talk opportunities, small-group support and collaboration with parents and specialist services where appropriate.

10. Partnership with Parents and Carers

Parents and carers are children's first educators. The school works in partnership with families through transition arrangements, informal conversations, parent meetings, curriculum information, home learning opportunities and regular updates about children's progress. Families are encouraged to share information about their child's interests, achievements, language development and needs so that provision can be responsive and supportive. Staff also share practical ways families can support communication and language at home, such as talking together, sharing books, singing rhymes and encouraging children to explain their ideas.

11. Transition

Effective transition supports children's wellbeing and continuity of learning. Before children start EYFS, staff gather information from parents, carers and previous settings where appropriate. Induction arrangements help children become familiar with adults, routines and the learning environment. Transition into Year 1 is planned carefully so that children's strengths, next steps and learning behaviours are understood and built upon.

12. Safeguarding and Welfare

The safeguarding and welfare requirements of the EYFS are embedded in daily practice. Staff follow the school's safeguarding and child protection procedures, maintain appropriate supervision, promote health and safety, support positive behaviour and ensure that children's wellbeing is central to curriculum and care. Concerns are recorded and reported in line with school procedures and statutory guidance.

13. Roles and Responsibilities

- The Headteacher and senior leaders are responsible for ensuring statutory compliance, curriculum quality and appropriate resourcing.
- The EYFS leader is responsible for curriculum design, monitoring, staff development, assessment oversight and transition arrangements.
- Class teachers and support staff are responsible for implementing the curriculum, assessing children's learning, adapting provision and safeguarding children.
- The governing body provides challenge and support, ensuring that the EYFS is effective, inclusive and aligned with the school's aims.

14. Monitoring and Review

This policy will be reviewed regularly to ensure it remains aligned with current statutory requirements, Ofsted expectations and the needs of children at Whetstone Field Primary School. Monitoring may include learning walks, discussion with staff and children, review of assessment information, moderation, environment reviews and feedback from parents and carers. Leaders also monitor how effectively communication and language are promoted across provision, including the quality of adult interactions, vocabulary development, story and rhyme opportunities, targeted support and the extent to which children use language confidently across the curriculum.