

### Rationale

“Children learn as they play. More importantly, in play, children learn how to learn.” O. Fred Donaldson

Our Early Years Foundation Stage at Mount Street Academy intends to provide a curriculum that is rich, inspiring and broad and provides all children with a wide range of first-hand play-based learning experiences. Our EYFS setting is an ‘enabling environment’ with clearly defined areas within the indoor and outdoor classrooms that are resourced and organised to ensure maximum engagement and independent access for all children. We take an approach to delivering the EYFS curriculum that develops children’s love of learning, their independence and creative thinking skills. This approach develops determined, resilient, empathetic learners, who are learning in a constructivist way (Bruner) through interactions with one another, with adults and with the environment around them. This in turn supports children in acquiring and applying effective behaviours for learning; independence, creative thinking, the ability to solve problems, to follow lines of enquiry, to be curious and interested in the world around them. It enables children to maximise their potential and to achieve the highest levels of academic success which in turn will lead to the widest range of pathways in their future.

### Progression

In line with our curriculum design across MSA, our EYFS curriculum is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting pupils in developing their abilities as a learner through understanding the coherent and connected nature of the subjects.

### By the end of Reception, a Mount Street child will be able to...

By the end of Reception, a Mount Street Academy child have achieved all Early Learning Goals and will be able to:

Know what makes them unique and different

Be confident to try new things.

Ask questions to deepen their understanding.

Talk about our DREAM team values and how they can show: Determination, Responsibility, Empathy, Aspiration and how they can Make a Difference

Have a deep understanding of numbers to 10.



Regulate their behaviour and understand their feelings.

Read and understand a simple sentence.

Form positive relationships with adults and peers.

Hold a pencil effectively and write a simple sentence.

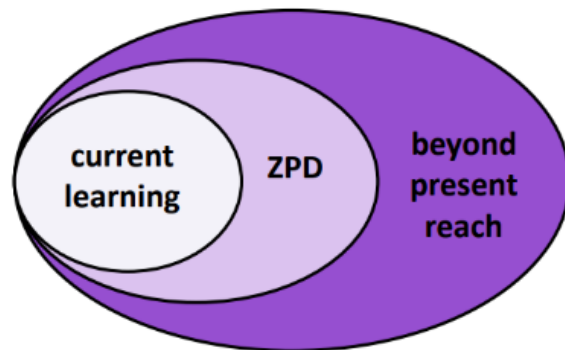
Know differences of what happened in the past compared to now.

## Intent

At Mount Street Academy we believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at the early stage is key to understanding how we can maximise learning opportunities for every child in our setting. We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. We seek to ensure that our environment and curriculum is language rich and puts children's speech, language, and communication development at the forefront, in order that children have the ability to learn and articulate their learning at a deeper level.

Our curriculum allows children opportunities to exhibit spiritual, moral, social and cultural understanding and prepares them for life in modern Britain, giving them opportunities to explore and understand their peers, the school community and the local community.

We prepare our children to achieve the Early Learning Goals at the end of Reception and ensure that all children have made good or better progress from their individual starting points. We also work carefully to ensure we prepare our children with the knowledge and skills needed for the next stage of their learning journey in their move to KS1. This is important as we know that all that our children learn in these vital first years of life lay are key to their success in their further education journey. We recognise that optimising children's early education is the best investment we can make in ensuring their future success. We provide our children with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society. We offer our children an environment that creates opportunities to experience real life/hands on learning which enables them to learn and apply concepts, knowledge and skills and this approach follows Bruner's Modes of representation: enactive (kinaesthetic/concrete), iconic (visual/spatial/pictorial) and then symbolic (abstract). Children learn through carefully planned and designed activities within a carefully orchestrated, purposeful and deliberate play environment that is also underpinned and structured using Vygotsky's Zones of Proximal Development as a framework, as explained in this link: [Vygotsky's Zone of Proximal Development](#)



### Zone of Proximal Development



This structured and purposeful approach to lesson and environment/classroom design and structure ensures that children not only have opportunity to learn through direct modelling from their teacher(s) (my turn/I do) and through the scaffolding of learning from their teacher alongside them as they work with a group of peers or individually (our turn/we do). But then further to this they also have constant opportunity to revisit, apply and deepen their increasingly broadening and expanding current learning independently within provision in the classroom without an adult (your turn/you do).



Our own MSA Early Years Foundation Stage Curriculum is rooted in the statutory requirements of the '[EYFS Statutory Framework](#)' and when we wrote our curriculum we used guidance from a combination of the non-statutory guidance, [Development Matters](#) and [Birth to Five Matters](#). Our curriculum also provides other experiences and opportunities which are designed to meet the developmental needs of the children in our school, adding value to their cultural capital and the development of a range of transferable skills. We know that many of the children within our catchment area have limited garden spaces or access to parks, therefore we make it a priority that children have access to a high-quality outdoor classroom with many opportunities to climb, build dens, negotiate uneven surfaces and ride bikes and other wheeled vehicles.



Our curriculum and early years practice is shaped using the four overarching principles: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured children learn to be strong and independent through positive relationships children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers children develop and learn in different ways and at different rates.

Age-related expectations combine both the acquisition of knowledge and the development of skills to create a purposeful and exciting learning journey for every child. Our curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful links. This is then implemented through our highly skilled EYFS staff and their interactions with the children, along with inviting and stimulating environments and our belief that the classroom acts as the '[third teacher](#)' - stimulating children's construction and application of learning and igniting sparks of interests; engaging them in quality thinking and reasoning. Explicit medium term planning shaped into a carefully designed cohort curriculum and then translated into weekly planning ensured we are responsive to the children's needs, and then supports the 'in that moment' learning that embellishes upon the interests of the child. This ensures a holistic approach to teaching and learning.

We know that all children are unique, with their own individual fascinations and for this reason we believe a careful balance of child and teacher led/initiated activities is crucial for our children to be fully engaged and excited by their learning. We believe that effective provision both indoors and out must be based on a clear understanding of what we want our children to learn and how we plan to achieve this. We want our children to be independent in accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between staff and children are crucial to the success of our curriculum design and in helping children to know more and remember more. This, as well as regular home/school communication, ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children's needs and interests as they continue to develop, make progress and grow.

EYFS staff work from our Medium Term plans to ensure that the progression of skills and knowledge is coherent and consistent across the year group (and is cumulative, building on where the children have come from and prepares them for where they are heading), then from this starting point of our medium term plans each year we create our Cohort Curriculum document for each half term. This enables us to adapt our curriculum further to meet the specific needs for our current cohort of children and to address the small steps they need to maximise progress.

We use online learning journals (Tapestry) to note where children have demonstrated meeting their next steps and to share and celebrate these achievements with families. We also use day to day informal and formal observations and assess and track children's progress to identify their next steps. Each class also has a class learning journey board and floor book to record what the children have learnt. The boards and books are then available at all times for the children to look back

 <b>Dinosaur Detectives!- Is it real?</b> Cohort Curriculum Spring Term 1 2021-2022 						
	WEEK 1 4/1/22 Monday 3rd bank holiday	WEEK 2 10/1/22 Wednesday - Monday - Dress as an explorer?	WEEK 3 17/1/22 Visit to a library	WEEK 4 24/1/22	WEEK 5 31/1/22 Chinese New Year 1* Feb National Story Telling Week	WEEK 6 7/2/22
Value	Responsibility					
Book/ Line of enquiry	Christmas/ Dinosaur Non-fiction focus	Dinosaur Non-fiction focus Revisit Bucket fillers	Dinosaur Non-fiction focus	Dinosaur Non-fiction focus	Dinosaur/ festivals Non-Fiction focus	Dinosaur/ Festivals
Phonics	They, ai, ee, igh	She, oa, oo, ar	You, or, ur, ow	Was, oi, ear, air	We, are, all, ure, er	Assessment
CLLD	I know what past, present, new and old, dinosaur and detective mean  I can talk in sentences about what happened in the Christmas holidays	I understand: plant eater, meat eater, carnivore, herbivore  I can ask questions to find out information.	I can use the new vocabulary: plant eater, meat eater, carnivore, herbivore, past, present, new and old mean  I can ask questions to find out information.	I understand that questions are asked to find out information Who What Why When How	I can ask and answer questions to find out or tell someone what I know. Who What Why When How	I can use all my new vocabulary in a sentence in my play.
P.S.E.	I can share my ideas in my play with other children. Learning to share our ideas	I know how to make people happy and what makes them sad. Circle time - re visit bucket fillers	I know what people think is good about me.  Talk (in sentences) about the best things about each other - circle time	I am learning to share without an adult.  (Sharing/Smartie challenge)	I know which adults I can talk to.  Who are my safe people?  <b>Pantasaurus</b>	I am resilient. I know what resilience means  I can take a deep breath and count to 5 to help me with my feelings



through and reflect on what has happened in the past and their previous learning and to support them in recognising that they know more and to support retrieval; remembering more.

Regular parent's meetings, stay and play sessions and workshops ensure that parents are kept up to date with their children's development and progress and are fully aware of how they can continue to support their children's learning outside of school. Our online learning journals (Tapestry) offer opportunity for parents/family members to send information about their children's news and achievements outside of school and this provides us with a really well-rounded picture of our children and their development. We also send regular updates and videos, via Parent Hub, for family grown-ups to help them know how to support their child's learning at home, particularly with reading and phonics.

Reading is at the heart of our curriculum: Children not only learn how to read through our rigorous phonics programme, but they also have 3x weekly reading sessions working on the 'read it 3' approach. Once for decoding, a second time for comprehension and a third time for prosody.

Children are taught about our school values through the DREAM team. This shapes a lot of our PSED and Social, Moral, Spiritual and cultural development, as well as supports the characteristics of effective learning, as we focus on a value each term and discuss what it looks like to show that value e.g. "how can we be Dusty the Dog?". The Dream Team are used as a thread throughout our curriculum in both EYFS and KS1 to teach the children about our school values, attitudes and rules:



DREAM TEAM	School Value	School Rule
Dusty the dog	Determination	We never give up
Ruffles the rabbit	Responsibility	We are honest
Echo the emu	Empathy	We are kind
Akira the ant eater	Aspiration	We aim high
Marmalade the mole	Make a difference	We look after our world

We take pride in providing a highly inclusive environment, where learners of all abilities can demonstrate high levels of enjoyment in their education and will make good progress in their learning. We ensure that we do all we can to make sure that children at all levels of ability can achieve their potential. Through pupil progress analysis, those who learn rapidly are challenged and supported with tasks that provide opportunities to deepen their level of knowledge and understanding. Those children who are identified as having barriers to learning or who are slower in grasping concepts are provided with targeted support through modified activities and additional interventions. Examples of interventions provided are phonics interventions, [Wellcomm](#), [First Call](#) and [Colourful Semantics](#). Children who are finding aspects of their social and emotional development difficult and need provision beyond the EYFS setting, have access to our nurture provision teacher and TA where they are supported further in learning how to manage their own feelings, how to self-regulate and to develop their ability to use the five point scale to help them overcome this barrier and quickly access the classroom provision successfully.

At Mount Street Academy we:

- Work in partnership with family grown-ups to encourage independent, happy learners who thrive in school and reach their full potential no matter their starting point.
- Follow the children's interests whilst providing opportunities in our curriculum that supports their learning and consolidates and deepens their knowledge to allow children to meet their next steps.
- Create a stimulating indoor and outdoor learning environment that supports learning and hands on 'real life' experiences.
- Prepare children to reach the Early Learning Goals at the end of the foundation stage and ensure that all children make good or better progress.
- Support the children transition into Year one.

### SEND (Special Educational Needs and Disabilities) Curriculum Adaptations:

MSA is a diverse and inclusive place to learn. Our approach to teaching and learning ensures a clear focus on core concepts and the tailoring of delivery to ensure that the majority of children are able to access learning and be successful. For our children who are on the SEND register, clear and specific targets form a core part of their success. In addition to this, for the children who are not able to access the core classroom learning, their specific learning and targets are planned to ensure success at their stage of learning. Across our whole curriculum we have consistent adaptations, these are:

Area of need/ Barrier	Adaptations
<u>Communication and Interaction:</u> <ul style="list-style-type: none"><li>• Speech and language:<ul style="list-style-type: none"><li>- Understanding of language including instructions.</li><li>- Confidence to interact and share with others.</li><li>- Ability to report back answers and information.</li></ul></li><li>• Social communication differences:<ul style="list-style-type: none"><li>- Ability to work closely with others</li><li>- To accept a group task and work cooperatively with others. To work on a group agenda.</li><li>- Accepting changes to routines, learning patterns or mid-task changes to content or focus.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Simple instructions, clear and concise, supported by visuals if appropriate.</li><li>• Time to think and process ideas before responding.</li><li>• To model clear speech and correct pronunciation when teaching.</li><li>• Using keywords/language relating to the subject, pre-teaching key vocabulary. To ensure key vocabulary is pronounced correctly and clearly explained.</li><li>• Use of visual timetables / now and next</li><li>• Use of Widget visuals</li><li>• Use of technology – app, interactive websites, or online resources</li><li>• Use of talking tins – the child can access the instruction / information repeatedly and independently to support learning.</li><li>• Emotionally safe learning environment – use of 5 point scale and safe space.</li><li>• Opportunities to build relationships.</li><li>• Clear focus and expectations for group work with adaptations in roles if required, for example a specific job given to the child within the group.</li><li>• Pre-warning of any changes</li></ul>
<u>Cognition and Learning:</u> <ul style="list-style-type: none"><li>• Specific learning difficulties</li><li>• Memory issues</li><li>• Reading difficulties</li><li>• Recording responses</li></ul>	<ul style="list-style-type: none"><li>• Images on different coloured backgrounds if appropriate, or use of coloured overlays</li><li>• Vocabulary banks with key words, flashcards</li><li>• Images that represent key vocabulary</li><li>• Retrieval opportunities</li><li>• Use visual organisers and check lists</li><li>• Multi-sensory activities</li><li>• Differentiated instructions.</li><li>• Personalised learning goals and progress monitoring</li><li>• Peer support – pairing students, use of a buddy system, mixed groups</li><li>• Chunking learning to make it manageable</li><li>• Repetition of key information and vocabulary</li><li>• Learning walls with key information to refer to.</li><li>• Use of role-play</li><li>• Considering the positioning of children to maximise engagement</li><li>• Relatable and real-life examples relevant to the children's lives</li><li>• Differentiated instructions to meet individual needs of children – provide alternative modes of learning.</li></ul>

	<ul style="list-style-type: none"> <li>• Immediate formative feedback</li> <li>• Alternative ways of recording – use of technology (laptop for typing, iPad for recording verbal responses or photographs), adult scripting</li> </ul>
<u>Social, Emotional and Mental Health:</u> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• Anxiety</li> <li>• Emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulation and coping strategies e.g. 5-point scale to support regulation, calm corners, sensory materials, now and next boards, busy boxes etc</li> <li>• Restorative practice to support problem solving and calming.</li> <li>• Foster a positive and nurturing classroom environment</li> <li>• Group work/teamwork to support confidence</li> <li>• Multi-sensory activities</li> <li>• Emotionally safe learning environment – build relationships.</li> <li>• Sensory breaks / movement breaks</li> <li>• Achievable chunked learning to enable engagement and feeling of success.</li> </ul>
<u>Physical and Sensory:</u> <ul style="list-style-type: none"> <li>• Visual impairment</li> <li>• Hearing impairments</li> <li>• Physical disabilities E.g. mobility issues, having use a wheel chair.</li> <li>• Fine motor</li> <li>• Gross motor</li> </ul>	<ul style="list-style-type: none"> <li>• Visual supports with enlarged images, colour coding/symbols for organisation.</li> <li>• Resources available in braille and use of Zyfuse machine (available through SEST for VI if appropriate).</li> <li>• Script to describe images or other resources</li> <li>• Multi-sensory materials such as tactile images, textured objects, tuff trays to explore resources through touch.</li> <li>• Think about position of child with hearing aids, position close to front but to the side, not more than 3m from teacher (children with a hearing aid cannot hear beyond 3m but often rely on visual engagement – e.g. watching peers or lip reading.)</li> <li>• Hearing aids and cochlear implants – consider how they vary and process different frequencies.</li> <li>• Reinforce the main teaching points and instructions after the main teach or through TA</li> <li>• Field work/school visits– adaptations in place to ensure all children can access field work/school visits – for example, are there accessible paths? Are there any elements low down that children will need to access etc? Ensure the learning environment is physically accessible to the learner’s needs.</li> <li>• Incorporate hands on learning – explore concepts through manipulatives, sensory play, and real-world experiences.</li> <li>• Modified assessments to accommodate different physical abilities and sensory needs e.g. oral assessment</li> <li>• Modified resources and equipment (see subject specific QEDs)</li> <li>• Supportive technology tools e.g. assistive devices and apps that enable the child to control the computer or interact with education materials</li> <li>• Personalised learning goals</li> <li>• Alternative recording for children who struggle with fine motor – when writing isn’t the learning focus, use alternatives, e.g. verbally recorded on an iPad, use of laptop – word processed</li> </ul>

In addition to the above, we also recognise that in each curriculum area specific adaptations may need to be made with regards to equipment/resources and learning structures. Please see individual subject QEDs for these subject specific adaptations.

## Impact

We expect that our EYFS curriculum will ensure that children are equipped with skill sets and prepared for the future. During their time in EYFS they will become fantastic role models and the very best of themselves; that their individuality is valued, and the 'unique child' has every opportunity to achieve and excel, based upon their own personal strengths, interests and core values whilst learning in EYFS, and in the future.

From the different starting points that they have when they begin with us, until they transition into Year 1 will allow them to make good or better progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be promoted and eventually mastered to ensure children are ready and fully prepared to begin learning the National Curriculum programme of study in Year 1.

Accurate and robust assessment is ensured through regular internal, inter-school and external moderation sessions and training. This upholds confidence in our assessment judgements and knowledge that this is consistent with a range of other settings. Assessment information incorporates day to day/week to week formative assessment and next step noting, as well as summative data on a termly basis. Leaders complete data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated, and next steps are identified through pupil progress meetings. There is evidence on Tapestry of all areas of the EYFS curriculum and all teachers and staff can confidently talk about the children, where they are at in their learning development and what their next steps should be. Observations and assessments are used to inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Children who achieve the expected standard, as set out in the Early Learning Goals, will have the knowledge and skills they need to continue to maintain this good progress in the next stage of their education journey and beyond. When assessing children against the Early Learning Goals at the end of Reception, effective communication between Reception and Year 1 staff will ensure effective transition for children, with the knowledge that there will be children awarded the same outcome but that will continue to have differing next steps. This will ensure Year 1 staff are equipped to plan accordingly for the next stage of the children's learning journey. At the end of their time in EYFS our children will:

- Be eloquent orators who have effective communication skills. They will be able to talk fluently as well as listen respectfully and with tolerance to the views of others.
- Take pride in all that they do themselves, others and their community. They will always strive for the very best.
- Demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter challenge whilst managing risks.
- Develop a sense of self-awareness and become confident in their own abilities.
- Be kind, respectful and honest, demonstrating inclusive attitudes and have a sense of their role in wider society.
- Children will be actively engaged in learning and their enjoyment of this learning will be apparent to all.
- All children will have experienced a curriculum that provides, exciting and enriching learning experiences and opportunities for children to learn through educational visits and hands on experiences.
- Children will more fully appreciate and understand the world around them, experiencing and learning about different cultures, music, dance, art and history.
- Children will actively ask questions about the world around them, and their learning experiences and they will never fear making a mistake but instead see this as an opportunity to learn.
- Children will be able to make links with their learning develop their skills as they are able to use and apply skills learnt within their learning across the curriculum.
- Children will also be skilful at solving problems and they will have effectively developed their personal levels of resilience and independent learning skills.
- Children will be successful learners and fully prepared for the next stage of their education as they transition from the Early Years to Year One.
- Children will begin to make sense of the world around them, to develop tolerance, compassion and an understanding of their rights and the rights of others in an ever-evolving world.
- Children will have developed essential knowledge and skills required for everyday life and lifelong learning and be independent, happy, inquisitive and successful learners.