

Implementation – EYFS Curriculum and Planning

'There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected' EYFS 2021

We recognise a developmental model in the way we teach. This is organic and based on the child, with reference to the culture and society the child is immersed in and its influences.

- Long term planning is recorded as Continuous Provision planning in areas involving activities and experiences for children, as set out under each of the areas of learning (cross referenced to the EYFS). We also use the School curriculum and plans to ensure that the EYFS builds skills, knowledge and attitudes needed for good future progress;
- Our Long term and Medium term adult led planning includes the seven areas of learning in the EYFS and takes note of the national curriculum areas to follow. For example, included is: Planning for Success/ Charanga music; RSHE; White Rose Maths;
- Our Long term and Medium term child led planning is carried out using Arch Pathway next steps/developmental stages (and reference to Development Matters 2021) and the skills, knowledge and attitudes that are expected in order that the national curriculum can be taught from Year One. This is our curriculum which is created and delivered to ensure that the level of development is as the children are expected to have attained by the end of the EYFS as defined by the early learning goals (ELGs). Each child is tracked against the Characteristics of Effective Learning and seven areas. Observations inform assessments and each child has their own 'learning journey' on the Early Excellence site. Each child has a mark making book to evidence progression;
- Our Short term planning embraces 'planning in the moment' to ensure each individual child is planned for. The environment and continuous provision is carefully built and selected to individual children's development and to ensure a holistic education. Children rehearse and practise skills and knowledge in this environment.
- Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. We use the 'Planning in the Moment' model to ensure freedom and flexibility. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

'Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating,

exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress'. School Inspection Handbook September 2021.

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