



Chilthorne Domer Church School Curriculum Statement

EYFS



'Together we Love, we Aim High and we Celebrate.'

'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success for tomorrow.'

Development Matters 2021

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: - Lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects. - Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. - Provide sufficient funding to ensure that implementation is high quality.	Our teaching sequence will: - Follow the Statutory Framework for the Early Years Foundation Stage, reflecting the three prime areas and four specific areas of learning. - Provide a progression of steps that support children in reaching their Early Learning Goals. - Create opportunities for children to develop independence and curiosity through child-initiated activities, as well as developing key skills through adult initiated and directed activities. - Provide opportunities for children to access activities through a wide and enriched curriculum that they may not have the opportunity to explore otherwise. - Learn through the characteristics of effective learning; by playing and exploring, being active and through creative and critical thinking challenges. - Enable the children to develop a mastery of mathematical skills as outlined in the School Development Plan. - Through assessment, identify target groups of children who are 'emerging' in their learning and need additional support / intervention to get them to 'expected'.	Pupil Voice will show: - Children are well rounded, happy, inquisitive and successful learners. - Strong communication skills, both written and verbal. - Children take pride in what they do, striving to do their best. - Children have developed essential knowledge and skills required for everyday life and lifelong learning. - Children will be actively engaged in learning and their enjoyment of this learning will be apparent to all. - Children will actively ask questions about the world around them and their learning experiences and they will never fear making a mistake but see this as an opportunity to learn. - Children develop tolerance, compassion and an understanding of their rights
The curriculum leader will: - Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. - Ensure staff have a secure understanding of the stages of development, to support children in their next steps. - Develop a curriculum that is designed to recognise children's prior learning, both from previous settings and their experiences at home.	Our classrooms will: - Provide safe and secure environments where children can develop positive relationships with both adults and their peers. - Encourage independence and success through cooperation and collaborative learning principles. - Provide opportunities for the children to develop curiosity. - Give children opportunities to explore both within the classroom and in the outdoor environment.	Books, Floor Books and Tapestry will show: - Pupils have experienced a curriculum that provides, exciting and enriching learning experiences. - The children have had opportunities for children to learn through educational visits and hands on experiences. - That the children have engaged in a range of learning experiences to excite and enthuse their thirst for learning. - Children take pride in their learning and achievements.

• The curriculum will be designed for children to succeed through cooperative and collaborative learning. • There will be a strong emphasis on the Prime Areas: PSED, C & L and PD as the foundation building blocks. The specific areas will be invaluable for our children to be ready to access the Year 1 curriculum at the end of the year. • Embed formative assessment strategies into every day practises to build up a qualitative profile of each child's progress and attainment.	• Be inclusive to children with SEND and provide specific enhancements to allow children to progress.	
The class teacher will, with support from the curriculum leader: • Create curriculum goals that focus on the children of 'Chilthorne Domer' and their needs. • Ensure resources are of high quality and are engaging. • Work in partnership with parents, carers and other settings to provide the best possible start. We will measure progress by: • Using checkpoints linked to statements in Development Matters each half term.	Our children will be: • Understanding towards the thoughts and feelings of others. They will develop positive and appropriate relationships with both adults and their peers, acknowledging the similarities and differences of one another. • Engaged and active in their learning. • Resilient in the challenges they face in their play and exploration, using their creative and critical minds. They will persevere in order to be able to achieve. • Developing skills, knowledge and understanding that enables them to be successful learners. • Independent in their day-to-day routines and supportive of others. • Safe and happy. • Kind and respectful to others and the school environment. • Confident to ask questions about the world around them. • Confident to explore new challenges and experiences. • Open to taking risks and making mistakes.	The curriculum leader will: • Discuss and celebrate children's achievements with the EYFS team, along with next steps in their learning. • Provide ongoing CPD support on the outcomes of subject monitoring to ensure that the impact of the curriculum has breadth. • Moderate judgements with other teachers through Local Authority meetings. • Identify the impact of the curriculum by how 'Key Stage 1 Ready' the children are by the end of the Reception year. • Ensure children make good progress, although children arrive from various starting points. We strive to achieve 80% of children reaching GLD.