

# Cams Lane Primary School

## Our EYFS Curriculum

Including EY Statutory Educational Programmes



Inspire Believe Learn

# Our School

**‘Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.’ (Vision Statement)**

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

**“INSPIRE, BELIEVE, LEARN”**

At Cams Lane Primary School we strive to uphold our five school values. They are:

- Resilience
- Resourcefulness
- Respect
- Reflection
- Responsibility

We believe that our school values underpin our Foundation Stage Curriculum.

- The majority of our pupils are from a white British heritage with a small number from other ethnicities. The socio-economic background is mixed.
- Our Foundation Stage experiences increasing speech and language needs.
- Our children enter school below the National average
- Enrichment opportunities provide children with a wide range of community based activities
- Our pastoral team provides vital support to many of our parents and carers.

# Our Early Years Ethos

At Cams Lane Primary School we believe that all children deserve an education which is rich in love, intrigue and discovery, and one which is full of memorable experiences as building blocks for the rest of their years in primary education. We want to allow children's natural creativity and curiosity to flourish alongside the purposeful development of skills, language and knowledge. We aim to give all pupils the best chance to become happy, complete individuals who are inspired to succeed in an complex world. We aim to provide a safe, secure, stimulating environment both indoors and outdoors - where children can be creative and develop their creativity.

Through varied learning opportunities, we encourage our children to believe in themselves and become independent learners. Children will develop personally, socially and academically in preparation for the rest of their time at our school.

## Our community

Our School is situated in the town of Radcliffe, which is in the borough of Bury. Radcliffe is predominantly a residential area. The area surrounding our school is a mixture of mainly semi-detached and terraced housing, with smaller percentages of detached housing and flats. Radcliffe has a mixture of housing situations, including owner-occupied, low-cost rentals and council housing. There is limited mobility in our school. Families tend to stay in the area. Many of our children have limited experiences and opportunities, with Radcliffe being an area of economic deprivation. There are two local parks and local Asda and Lidl supermarkets which many of our children visit. Many children walk to school; however, some are driven. 84% of Radcliffe residents were white British in the 2021 Census. Radcliffe has a relatively small percentage of residents from ethnic minority backgrounds. Our local community is mainly white British English speaking.

# Our Broad Curriculum Aims

We want all our children to be....



# Our Underpinning Curriculum

## Characteristics of Effective Learning

Engagement Playing and exploring	Motivation Active Learning	Thinking Thinking Creatively and Critically
<p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul> <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul> <p><b>Being willing to “have a go”</b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a “can do” attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• Showing a deep drive to know more about people and their world</li> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of involvement, energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>• Persisting with an activity or toward their goal when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset)</li> <li>• Bouncing back after difficulties</li> </ul> <p><b>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals (I can!)</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)</li> </ul>	<p><b>Having their own ideas</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas that are new and meaningful to the child</li> <li>• Playing with possibilities (what if? what else?)</li> <li>• Visualising and imagining options</li> <li>• Finding new ways to do things</li> </ul> <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Working with ideas</b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Flexibly changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>

# Overarching principles

<b>Enabling Environment</b>	
<p>Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (Statutory Framework for the Early Years Foundation Stage, 2021)</p>	
<p><b>Indoors Continuous Provision</b>            Roleplay, construction, small world, writing, reading, maths, creative, painting, fine motor, sand, water, investigation, malleable.</p>	<p><b>Outdoors Continuous Provision</b>            Sand, water wall, mud kitchen, painting, large chalk/white board, Samba drums, den building, musical Batonka panel, story chair, climbing frames and slide, gardening, bikes, 'Teletubbie' hill, large outdoor construction, seesaw.</p>
<b>Predictable curriculum</b>	
<p><b>Rhythm of the Year</b></p> <p>Throughout the year there will be many topics that crop up naturally for the children. These will be festivals and key events, as well as the weather and seasons. We will cover these aspects as a part of our predictable curriculum. Some of these events would include;</p> <p>Spring, summer, autumn, winter, harvest, bonfire night, Christmas, Diwali, Chinese New Year, Easter, St Georges Day, birthdays, world cup/Olympics</p>	<p><b>Interests</b></p> <p>This is cohort dependant for each new year group, and will also change throughout the year            As well as following the naturally occurring topics throughout the year, we also want to engage the children through their own interests. This will be topics or themes that the children have shown a particular interest in. These may include, but are not limited to; Superheros, dinosaurs, the farm, pirates, space, people who help us, minibeasts, princesses and princes, the beach, tv characters, favourite books</p>

## What we want children to learn by the end of Reception

### Statutory Early Years Educational Programmes

**The educational programmes are from the statutory framework for the Early Foundation Stage**

Educational Programmes must involve activities and experiences for children, as set out under each of the areas of learning.

#### PRIME AREA - Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### PRIME AREA - Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>6</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills **provide the foundation** for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### PRIME AREA - Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### SPECIFIC AREA- Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)



### [SPECIFIC AREA -Mathematics](#)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to 6  
Guidance on physical activity from the Chief Medical Officer is available at:  
<https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.  
11 adults and peers about what they notice and not be afraid to make mistakes.

### [SPECIFIC AREA - Understanding the World](#)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### [SPECIFIC AREA - Expressive Arts and Design](#)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.