



Our EYFS Curriculum

Local Memories, Broadening Horizons

I N T E N T	At BMPS	We believe in recognising the uniqueness of each child's capacity and potential and we strive to take a holistic view of each child's development. We understand the importance of play as a central integral element in a child's development and learning. We want to provide the best possible learning experiences for young children through a physically safe yet intellectually challenging environment that promotes curiosity, enquiry, sensory stimulation and aesthetic awareness. The children are provided with free access to a rich range of materials that promote open-ended opportunities for play, representation and creativity, in both the indoor and outdoor classroom.										
	Intent	Priority 1: To develop and enhance the outdoor area through promoting independence and creativity	Priority 2: To develop and embed the new EYLog system into our practise and become familiar and confident with the program.	Priority3: To invite more visitors to school, provide more educational visits and find more opportunities for parents to come in to school.	Priority 4: To promote home-school links using 'Teddy.'	Priority 5: To refine and develop the consistency of the teaching of Phonics through RWI to raise standards in reading and Writing.						
	In EYFS	We understand that every child is unique and that they are constantly learning. We encourage the children to be resilient, capable, confident, independent and self-assured.	We want the children to learn to be strong and independent through the positive relationships they develop.	We understand that the environment is the third teacher and children learn and develop well in enabled environments and we aim to foster strong partnerships with parents and carers and the wider community. Local memories, broadening horizons.	We know that children learn and develop in different ways. We ensure there are challenging and playful opportunities to learn across all areas of learning and development.							
I M P L E M E N T A T I O N	Classroom	High quality environments that are regularly enhanced and developed.	Learning through the natural environment in our woodland is embedded in our weekly practise.	Children have daily access to both the indoor and outdoor provision through high quality continuous provision.	High quality stories are used as a stimulus for teaching and learning.	Children are encouraged to be independent learners and to follows their own ideas and interests.	Regular visitors and visits offsite linked to the chosen topic enhance and develop children's learning experiences. Local memories, broadening horizons	We support children to take risks and explore the environment	We observe each child's development and learning, assessing children's progress and planning effectively for their next steps.			
	Events Local Memories	Big Draw		Harvest Festival		Nativity		EYFS Summer Party				
	Parental Engagement	Family fun sessions in the woodland	Reading and creative Cafes - 1 per half term.	Parent workshops for Numicon/ Phonics/	Open mornings	Parents evenings	EYLog online learning journey system to inform parents. General class learning shared on Dojo on a Wednesday and a Friday.		Planned programme of transition across the EYFS including home visits at point of entry.			
	Community Broadening Horizons	Families to visit Seal Class	Holkham Park	Fakenham Christmas Tree Festival	Visit to local library	Community reader visits	Wells Maltings theatre show	Beach Trip	Burnham Church	Snettisham Farm Park	Emergency Vehicles to Seal Class and RNLI	Puppet Theatre
	Assessment	Reception Baseline Assessment within 6 weeks of starting school		Staff observations of learning to inform planning		Observations shared on EYLog with parents		Half termly phonics assessments for Read Write Inc		EYFS FSP score at the end of the academic year.		
I M P A C T	Great outcomes	For all learners to be engaged, motivated and interested in their learning.			For all children to be creative, independent learners who are able to think critically.		For all children to make good progress in the EYFS from their starting points.		For a high % of children to achieve GLD at the end of the EYFS.		The children are confident learners and well prepared for their next stage of education.	
	Evaluation	Subject Tracking grid	End of unit quiz	End of Key Stage statutory assessment	2-Page Spreads	Internal moderation	Subject leader monitoring	Pupil Voice				