



King Street Primary and Pre-School EYFS Curriculum Policy

Teaching and Learning Drivers		Curriculum Drivers
Our curriculum is based around: <ul style="list-style-type: none"> • Respect, equality and diversity • Well-being for children and staff • Growth Mindset 		We want our children to: <ul style="list-style-type: none"> • have a sense of adventure • have high aspirations for the future • learn about Inspirational People
Our Intent	Our Implementation	Our Impact
A King Street Early Years child will be provided with the foundations to equip them for later success.	Our children will be taught a broad and balanced curriculum, following the guidance on the Early Years Foundation Stage. Children will use this to develop their ability to be independent in preparation for Year 1.	Children leave the Early Years with independent skills that can be transferable into the Year 1 National Curriculum.
A King Street Early Years child will develop a growth mindset.	Our children will be introduced to growth mind-set and be encouraged to 'have a go'. The positive language of growth mindset is firmly embedded into our practice and used consistently across Early Years Settings. We use Dr Tom Robson's gem powers (see separate sheet) which are linked to the Characteristics of Effective Learning to promote resilience, independence, teamwork, responsibility, courage, collaboration, supporting others and keeping focus.	Children leave the Early Years with a 'can do' attitude ready for the challenges of Key Stage 1. They have self-belief and a willingness to try new things and begin to come up with solutions to their own problems.
A King Street Early Years child will have an understanding of respect, good manners and courtesy for others. We want them to understand the difference between right and wrong and be taught strategies to self-regulate their behaviour.	Children are introduced to rights and will learn about the Rights, Rules and Responsibilities through stories and actions. A culture of respect is reinforced on a daily basis across our Early Years setting, making links to respecting property and people. We celebrate children making the right choices.	Children leave the Early Years with a sense of right and wrong and are respectful to all people and things. They demonstrate high levels of self-control and can apply strategies to ensure they consistently behave well. Children respond highly to consistent positive praise.

A King Street Early Years child will have a sense of adventure.	Teachers plan engaging and exciting lessons to stimulate a sense of adventure in new contexts. Teachers ensure children are exposed to new experiences in both the indoor and outdoor environments	Early Years children develop strategies to initiate their own adventures through continuous provision. They can apply their skills and are excited to learn, with an interest in the world around them.
A King Street Early Years child will have knowledge of inspirational people close to them and have an understanding of what inspiration is.	Each new topic has a clear link to an inspirational person and their impact on the children – parents, grandparents, close family, friends, etc. Teachers will then make links to famous inspirational people- sports personalities and scientists etc.	Early Years Children are inspired by hearing stories and learning about the lives of people who are close to them and make links to the future.
A King Street Early Years child will be taught, and develop the skills that allow them to be physically active and have a healthy body.	Our children will take part in weekly PE lessons, developing gross motor skills working alongside practitioners from Durham County in delivering Ready Set Go, a PE & Physical Literacy Programme for Reception/Nursery Pupils. Practitioners will plan ways to develop movement skills, climbing and countless opportunities to take part in physical activities. Outdoor provision will be used to enhance this further through climbing frames, our large sandpit area etc. Reception children walk to our Forest School area once a week. Healthy snack and fresh water is provided in our self-service snack area. Children are taught about healthy eating and exercise is promoted regularly.	Our children will leave the Early Years fit and healthy. Children have the relevant physical skills to support their development in Key Stage 1. Children will have an awareness of what it means to have a healthy body and how they can look after their bodies.
A King Street Early Years child will know what it means to be emotionally resilient and value having a healthy mind.	The Early Years provision provides high quality pastoral support. Children are given care and support and are taught strategies to support emotional well-being. Children have access to our Pastoral Support worker in school if needed. We encourage children to resolve disagreements together with support from the adults within the setting when needed.	Children leave the Early Years as confident, happy and resilient individuals with a healthy body and mind. Children have a positive mental well-being and have strategies to support them when faced with challenges or difficulties.

A King Street Early Years child will have aspirations for the future and be ready to meet the challenges of the next stage of their education and their lives.	Through our curriculum children have opportunities to experience the world of work and the types of jobs that people do. Children will have access to role play activities to support their understanding of different careers. Children will have opportunities to talk to children in Key Stage 1 to support visions for the future.	Early Years children have an understanding of the range of careers undertaken by people around them. Early years children will have an understanding of the next steps in the near future.
A King Street Early Years child will know some strategies to support the development of their long-term memory.	Early Years teachers ensure children transfer key knowledge to long-term memory by recapping, consolidating and building on future learning. Basic skills are revisited through input, in the continuous provision and through teaching in a meaningful, memorable context. Teaching is sequenced so that new knowledge and skills build on what has been taught before and so that pupils can work towards clearly defined end points.	Children will enter Key Stage 1 having developed some strategies to support their long-term memory. Children will enter Key Stage 1 'knowing more and remembering more' to support them in the next stage of education.
A King Street Early Years child will be exposed to a wide range of vocabulary and will use them in everyday learning and play.	Children will be exposed to a broad range of new vocabulary based on themes, new books and their own interests. Weekly vocabulary is introduced to the children and consolidated throughout the setting by adult interactions, helping to narrow the vocabulary gap for some of our pupils. Correct speech and use of vocabulary will be modelled and corrected by adults.	A King Street child leaves the Early Years using a wide range of new vocabulary in everyday conversations and their learning. Children enter Year 1 using correct speech and language ready for the National Curriculum challenges.
A King Street Early Years child will have a sense of belonging within their school surroundings and the immediate local area	Through continuous provision and adult led activities children will study the school around them and will find out about where they are in the world. Every year the children will seek out part of the community and liaise with them to work together. Early Years Children will learn about inspirational local people who they are aware of e.g. Drs, Nurses, dentists, PCSO Sam Stephenson, Father John.	Early Years children will have started to develop a sense of where they come from and know about the town they are in. Early Years Children have been exposed to inspirational people from the local area, giving them some aspirations for the future

A King Street Early Years child will understand that we are all different yet all equal.	Through curriculum assemblies and our Daily Dashboard children know that we live in a diverse society. Children learn about different families and how they can be made up of different people.	Children leave the Early Years being respectful and tolerant of everyone and know that in society we are all different but all equal.
A King Street Early Years child will have access to a broad and balanced curriculum, driven by the needs and individual starting points of the children.	Through detailed curriculum planning, teachers build in a range of opportunities for children to repeat knowledge and skills and consolidate learning to build on what they have studied in previous terms. Opportunities to consolidate learning will be offered as part of high-quality continuous provision. Early Years staff will plan creative and engaging activities based on the needs and starting points of every child.	Children leave the Early Years inspired to learn as they move into Year 1. Children consistently achieve highly, particularly the most disadvantaged and children with SEN. Children have developed strategies to support their long-term memory to support recall in Key Stage 1.
King Street Early Years parents will take an active part in our curriculum.	Parents are regularly invited into school to participate in their children's learning through Stay and Play events, concerts, shows, assemblies and workshops Our weekly notice board in the EYFS entrance describes our week ahead to the parents. Parents are kept up to date with their children's learning through Tapestry online journals.	Parents are well-informed about the curriculum and school life. Parents engage well with school events
A King Street Early Years child will have started to build a bank of experiences linked to cultural capital.	Every term, an out of school visit (or visitors into school) is planned to link to the work studied in provision. We believe that this engages our children more fully into the topics they are studying and develops a range of cultural experiences and helps them to succeed in life. At King Street we see cultural capital as a way of placing more of the jigsaw pieces together to complete a whole child.	Early Years children have been exposed to a wide variety of experiences during their time with us, experiences that they may not have the opportunity to engage in otherwise e.g. a visit to a National Trust property, a local farm, talking to local inspirational people, working with artists in school, watching a theatre production etc
A King Street Early Years child will start to develop a love for the performing arts.	Children have a range of opportunities to develop their experience of performing arts through school plays and performances, concerts etc. and through continuous provision. Children will be exposed to a wide range of musical opportunities and use role play areas as area enhancements to develop their imagination.	Early Years Children have had experience of performing arts through their play and adult led tasks and begin to show increasing confidence when speaking in front of others.

A King Street Early Years child will begin to understand the importance of showing high standards in all subjects and will take pride in both children initiated and independent tasks.	Teachers in the Early Years have high consistently expectations all children. Monitoring of the Early Years teaching and provision is relentless. Practitioners ensure that sessions are well prepared, meet the needs of the children and that children are challenged. Staff in the Early Years equip areas with high quality resources accessible to all children. Teachers use highly effective questioning. Teachers consolidate learning and deepen understanding. Teachers and subject leaders have strong subject knowledge.	Children leave the Early Years presenting work of a high quality. Children leave the Early Years having made outstanding progress relative to their starting points.
A King Street Early Years child will develop a love of reading and learn strategies to support their own reading journey.	Reading is prioritised to allow children to access the full curriculum. Topics are often introduced or enhanced through quality story books. Children are read to every day and use this time to develop listening and comprehension skills. Children are able to observe adults reading throughout the day. Reception class visit Spennymoor Library each week to share and explore books. Children take part in systematic synthetic phonics sessions (Letters and Sounds) across the Early Years Provision. Continuous provision, both indoors and out develops this love of reading further and provides opportunities for children to apply their reading skills and knowledge.	Children have the foundations to ensure they can read well. They read widely and with developing fluency and comprehension appropriate to their age. Children have a range of favourite authors and a well-developed vocabulary through a clear love for reading.
A King Street Early Years child will use Standard English.	All Early Years staff are reminded to use Standard English and children are constantly encouraged to do the same. Children will have incorrect sentences modelled back to them and broken English will be modelled using expansion.	Children leave the Early Years using standard English and mostly speaking in full sentences. Children enter Year 1 using well-developed language and vocabulary
A King Street Early Years child will develop an understanding of British Values.	Pupil voice is high priority and we ensure that children experience democracy and through assemblies and in class votes, we promote many aspects of British Values. Children in the Early Years will be taught the importance of rights through our 4 rights: the right to be safe; the	Children leave the Early Years with an understanding of life in Britain and what it means to have values and be valued.

	right to learn; the right to be happy and the right to be valued. Children will begin to understand what it means to be valued and will begin to use the vocabulary British Values through adult modelling.	
A King Street Early Years child will be aware of the world around them outside of their largely white British community.	Through our Daily Dashboard, children talk about what has been happening outside of school and the local area. They listen to news stories and watch Newsround to gain an understanding of events, which are age-appropriate, in the world around them. Through exploration of themes such as Diwali and Chinese New Year, children learn about customs and cultures from other places around the world.	Children enter Key Stage One with an understanding of major events and current issues in the world. Children leave the Early Years with an understanding of its importance in their lives.
A King Street Early Years child will develop academically, spiritually, morally, culturally and socially.	Through assemblies, In the News, RSHE and RE, children develop spiritually, morally, culturally and socially. Children also use enhanced continuous provision opportunities to develop as a whole child through the Characteristics of Effective Learning.	Children leave the Early Years having developed an understanding of what is right and wrong, and understanding that actions can have consequences. Children enter Year 1 fully understanding the 4 Golden Rules, knowing about their basic personal beliefs and understanding that people can follow different religions and faiths.
A King Street Early Years child will engage in learning outside the classroom.	Outdoor continuous provision gives children opportunities to learn in different environments. Children are provided with opportunities to apply skills and consolidate learning in a range of areas in the outdoors. Adult Led activities ensure that children make good use of our forest school and many different aspects of learning take place outdoors. Children use the outdoors to develop fine and gross motor skills to support learning and development in all aspects of school life.	Children leave the Early Years having developed a love of the outdoors. Children know that learning doesn't just take place in the classroom. Children have collaborative skills and practical skills that they can apply across the curriculum.
A King Street Early Years child will keep themselves safe online.	Online safety and digital literacy is constantly reinforced in every year group at regular intervals every term. Continuous provision allows children to use technology safely and demonstrate their understanding of staying safe online at an age appropriate level.	Children leave the Early Years understanding the importance of staying safe online. They know that information should be kept private and adult supervision and support is vital.

