

## **EYFS Curriculum Statement**

At Cononley Primary School, staff, governors, children and parents work together to create a warm, caring, family atmosphere in which pupils flourish and achieve.

### **Our Mission statement, values and vision**

#### **Our Mission Statement**

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others.
- To reach their full potential and become the best possible citizens of tomorrow.

#### **Our Vision and Values**

- Inspiring and challenging our children:

Our curriculum is rich and stimulating: we provide learning experiences which are challenging and inspiring for our children so that they become creative, independent learners. Everyone is motivated to achieve and achievement is celebrated.

Independent lifelong learners and thinkers:

- Our children are provided with the tools to succeed at the next stage of their education and throughout their lives through experiences which develop character, cultural understanding, curiosity, resilience and confidence.

Value and respect themselves and others:

- Our children know how to be happy, healthy and safe; they are kind, polite and work cooperatively, recognising that everyone can make a worthwhile contribution.

Reach their full potential and become the best possible citizens of tomorrow:

- We set high standards for our pupils and expect them to work to the best of their ability at all times. Our children enjoy taking responsibility; they respect others and their surroundings and work hard to make positive changes within our school community and the wider world.

#### **Our Rural Environment**

We are fully committed to being a 'community school' and for the children establishing their place in within the local community during their Reception year. We have planned opportunities to interact with the local community throughout the year including: church, shop, farm visits as well as seasonal walks and opportunities to meet other key members of the school and wider local community (governors, FoCS (PTA), school nurse, police, dentist, fire service etc). We recognise the need for children to be familiar with their local school environment and community for them to be able to succeed and feel like they belong to the school family.

By developing their knowledge and understanding of the world and appreciation of our rural environment, including the farming which takes place in the village and the trees and the birds which can be found in our school grounds it will enhance the health and wellbeing of our pupils; developing a sense of responsibility for their surroundings. As such the curriculum in Reception makes links at every opportunity with the immediate

surroundings, developing knowledge and understanding of Geographical, Historical and Scientific concepts in our locality to make learning meaningful, personal and local to enhance aspects of Understanding the World.

### **Our Rich Cultural and Industrial Heritage**

Cultural capital is at the heart of our Reception curriculum and builds on what we know our pupils know and need. It is the essential knowledge that children need to prepare them for their future success. Information is gathered from our transition triangulation (experiences at home and pre-school settings) and continuous observations throughout the year so that we can develop and extend children's knowledge, understanding and abilities. We create rich and varied opportunities for children to explore, be curious and experience awe and wonder throughout the year and recognise that these will change with each cohort.

As part of our transition arrangements as well as dialogues between home and preschool settings we invite all children to fill a 'treasure box' before starting school to get to know each unique child and their family. This triangulation is an effective way to get to know the child's starting points and ensure the children are on a journey to reach their potential regardless of their starting points and experiences prior to starting school.

### **The Cultural and Religious Diversity of Our Wider Community and Global Learning**

We are committed to celebrating our diverse world in Reception and a wide range of books are carefully selected to reflect diversity. These books are studied in more depth during English lessons (Jane Consodine), or used for the daily book vote or to enhance provision areas.

As well as following the North Yorkshire Agreed Syllabus for RE. We aim to celebrate our similarities as well as our differences and expose children to a range of festivals and celebrations throughout the year. At Christmas, for example, we actively encourage families to share their traditions to demonstrate the diversity within our own class and local community.

We promote Fundamental British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs through our curriculum links to PHSE, RE and through circle time, reflection time and through the day to day running of the class.

Our curriculum helps our children to make sense of the world they live in and understand their role within a global society. We aim to broaden their views of the world, think critically about global issues and develop empathy and respect for people within the school community, local village community and wider world global community.

## The Statutory Educational Programmes, Development Matters and The Early Learning Goals.

The EYFS Reception curriculum is coherent with clear intentions carefully planned to ensure cumulative skills and knowledge are gained throughout the Reception year to equip each child for their learning journey at Cononley Primary School. By the end of the Reception year we ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. We have an extensive range of resources, many of which are open ended and enhance continuous provision to match topics or fascinations and interests.

We provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences through direct teaching and provision enhancements. We promote the development of each unique child by ensuring we offer regular opportunities for extended periods of play and sustained thinking and endeavour to follow children's interests and ideas to foster a lifelong love of learning both indoors and outdoors.

**Play is important and fun.**

**All children must have time to play on their own and together.** Ofsted March 2022.

High priority is given to the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language, as these are the prerequisite for all learning.

We recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. We want our children to have '**brilliant conversations**' throughout the day with everyone and anyone they come across (snack, lunch, indoors or outdoor exploration) so we encourage the development of oracy skills at every opportunity within the school day.

Updated April 2023 Lucy Holmes