

Statement of Intent for the Early Years Foundation Stage Curriculum

The school community consists of nearly all Muslim families with English as an additional language, with all children being in the early stages of English language acquisition. There are higher than national average percentages of children entitled to pupil premium and with Special Educational Needs. The children enter with a typically low baseline. The children typically are stronger in: Communication and Language; Self-Confidence and Self-Awareness; and Moving and Handling. The children are typically weaker in: Health and Self-Care; Managing Feelings and Behaviour; and Making Relationships.

The starting point for our curriculum is the principles prescribed in Development Matters (2012), including a focus on the unique child, positive relationships and enabling environments facilitating learning and development for our young learners. Based upon the end points prescribed by Early Years Outcomes (2013), we have crafted a bespoke curriculum that is sequential, meets the needs of our children, fills gaps in knowledge and skills and ensures that the maximum number of children achieve the end points, eg. Good Level of Development. The end points of the Foundation Stage curriculum prepare the children for the requirements of the National Curriculum, for example the link between People and Communities and Religious Education or History. There is a strong emphasis on language development and vocabulary building through quality first teach and interventions such as WELLCOMM and ELKLANN. In support of the whole school policy, we use Letters and Sounds as our systematic approach to the teaching of synthetic phonics. In support of the whole school approach to Maths Mastery, our curriculum for Mathematical Development is informed by the principles of NCETM Maths Mastery for the Early Years. Due to barriers including the economic situation of the parents and carers or language barriers, the children typically lack cultural capital. This is supported through the many educational visits, visitors and enrichment days provided as part of our broad and balanced curriculum.



Every Child a
Confident Learner