



EYFS Curriculum

Children join Bilston CE Primary School in Reception. We currently are a two form entry school. Currently class sizes are of 30 children. Each class has a full time teacher and at least one teaching assistant. There are also additional teaching assistants who join Reception throughout the week.

Our EYFS Principals are as follows:

- At Bilston every child is a unique child, who is constantly learning, they are taught to be resilient, capable, confident and self-assured.
- At Bilston children learn to be strong and independent through positive relationships.
- At Bilston children learn and develop in rich enabling environments.
- At Bilston we understand and respect that children develop and learn in different ways and at different rates.

The EYFS curriculum is divided into 7 areas of learning.

There are 3 *Prime Areas*; Personal, Social and Emotional Development, Physical Development and Communication and Language. These areas of learning are very important as they are essential skills that need to be learnt, developed and encouraged in order to be successful at other areas. For example, children who have speech and language issues often find writing more challenging as they struggle to verbally formulate sentences, to hear themselves and then write it down. If children cannot develop their levels of concentration then they will struggle to stay on task. If gross and fine motor skills are not developed then this will impact on a child's ability to use tools and write. The *Prime Areas* enable children to develop skills which will then allow them to read and write.

There are 4 *Specific Areas*; Literacy, Mathematics, Understanding the World and Expressive Art and Design. These areas allow children to develop skills and knowledge in specific curriculum areas.

Children have a daily phonics lesson, as a school we follow the RWI programme. It is fast paced and children are encouraged to apply their

newly acquired phonic knowledge in other areas of learning. Reading and writing is promoted across the curriculum and there are daily opportunities for developing reading and writing, in both our indoor and our outdoor learning areas. Children can access the outdoors daily, allowing them to further enhance their learning experiences.

Children also have a daily Maths lesson, where they develop their number skills and awareness and understanding of shape, space and measures.

Children also have opportunities to use and apply these acquired skills and knowledge through independent child initiated activities.

To support the delivery of the EYFS curriculum, we have a focus topic each term. These topics have been written for the EYFS and we have adapted them to meet the needs of our children and their interests.

At Bilston C of E Primary, we believe all children are unique and learn in different ways. We allow children to explore the following methods and styles of learning, through their play:

- play and exploration – children investigate and experience things, they are encouraged and nurtured to 'have a go';
- active learning – children learn to concentrate and to keep on trying if they encounter difficulties and we enjoy and celebrate their achievements.
- creating and thinking critically – children are encouraged to have and develop their own ideas, make links between ideas, and develop strategies for doing new things.

At Bilston CE Primary we believe that Parent Partnerships are essential! For your child to be successful we need to ensure we build positive relationships with parents and the family! We aim to bridge the gap between home and school, so that your child's learning is at its optimum and we can support the family to create a nurturing relationship between home and school. We also run open sessions throughout the year for parents to come and work with their child, supporting their learning in creative activities.

At the end of the year children are assessed against the Early Learning Goals, 17 in total from the 7 areas of learning. Children will either be working towards the early learning goals, so they are emerging. They may

have achieved the early learning goal, so they are at the expected level of learning. They may be working beyond the early learning goals, so they are exceeding. This judgement is reported to parents at the end of the year on their child's report.