



EYFS Curriculum Policy

Our Vision

'An International community of learners striving for excellence and celebrating success'

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.



Early Years Foundation Stage Curriculum Policy

The aim of our EYFS curriculum policy is to provide staff and parents with the information needed to provide the best Early Years Education, to ensure a secure foundation, provide quality and consistency and to ensure equality of opportunities for all children and families.

At Newton British School we believe that children should be valued, respected and deserve the very best start in life and be supported to fulfil their potential. Young children are vulnerable and their experiences in an early years setting have a major impact on their future life. At NBS, we offer a safe, secure, happy and stimulating environment. We support development both indoors and outdoors on a daily basis.

At Newton British School, we follow the Early years Foundation stage (EYFS) Framework. The EYFS supports an integrated approach to early learning and care and supports children to the age of five years. The framework gives all professionals a set of common principles and commitments to deliver quality early education.

This approach is built on four guiding themes:

1. **A unique child**- every child is a unique child who is constantly learning and can be resilient, capable, confident and self- assured
2. **Positive relationships**- children learn to be strong and independent through positive relationships
3. **Enabling environments**- children learn and develop well in enabling environments, in which their experiences respond to individual needs and there is a strong partnership between practioners, parents and carers.
4. **Learning and development**- Children learn and develop in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs.

At Newton British School, we look carefully at our children, consider their needs, their interests and their stages of development when applying the above principals. We use all of this information to help plan experiences and activities across all areas of learning and development.

There are seven areas of learning. The prime areas of learning are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The prime areas are as follows

1. Personal, social and emotional development; involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
2. Physical development; involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. Communication and Language; involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

The specific areas are as follows

- Literacy; involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



- Mathematics; involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world; involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design; involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Providers must support children in the four specific areas through which the three prime areas are strengthened and applied.

All areas of learning are important and depend on each other to create a rounded approach to child development. All the areas are delivered through planned play with a balance of child initiated and adult led activities. Children are encouraged and supported to learn through play. We believe that through play, children learn best.

To ensure we offer high quality experiences we regularly reflect on our practice and continually look at ways to improve the quality of learning, development and care offered to our children and families.

Objective Led Planning

At Newton British School in the Early Years Foundation Stage (EYFS), we use an objective-led planning approach, guided by the Development Matters and Birth to Five Matters frameworks. This ensures that learning is tailored to the individual needs of each child. This method allows teachers and teaching assistants to focus on specific objectives for individual children, ensuring their developmental needs are met through carefully planned, intentional play-based activities and enriched, well-structured classroom provision.

Process:

Development Matters and Birth to Five Documents as a Guide: Teachers use Development Matters and Birth to Five, which outlines age-appropriate milestones and learning goals, as a foundation to identify key objectives for each child's development.

Incorporating Objectives into Play: These objectives are seamlessly integrated into daily play activities. By embedding learning goals into child-initiated and adult-led play, children are able to explore, discover, and learn in a natural and engaging environment.

Targeted Individual Needs: Each child's unique needs, interests, and developmental stage are carefully considered when setting objectives. This ensures that learning is differentiated, with specific goals tailored to support each child's personal growth across the seven areas of learning.

Purpose of Objective-Led Planning:

Clear Understanding of Next Steps: Teachers and teaching assistants have a clear understanding of the developmental next steps for each child. This ensures that every adult working in the classroom is fully aware of how to support the child's ongoing learning journey.

Collaborative Approach: Objective-led planning promotes collaboration between teachers and teaching assistants. All adults have a shared focus on each child's individual objectives, allowing for consistent and effective support throughout the day.



Targeted Support: By having a clear set of objectives for each child, adults in the classroom can provide targeted and timely support. This may include guiding a child during play, offering additional resources, or facilitating interactions that help the child develop specific skills.

Continuous Assessment: Objective-led planning also allows for continuous observation and assessment. As children engage in play, teachers can assess their progress towards meeting their developmental objectives, adjusting activities and support as necessary to ensure children stay on track.

By utilising objective-led planning, we ensure that each child benefits from tailored support and guidance to help them reach their full potential. This approach not only provides a clear roadmap for learning but also fosters a deeper understanding of how children learn and develop, ensuring they are supported effectively at every stage of their journey.