



# ***Newton British Academy***

## ***Barwa City***

### **EYFS Curriculum Policy**

**Policy Date:** June 2025 - June 2027

**Review Date:** June 2026

*"An international community of learners striving for  
excellence and celebrating success"*

## **Introduction**

The school aims to give each student a balanced education that enables them to attain excellence in academic, creative and physical pursuits, whilst guiding their social and emotional development. This is achieved in a disciplined environment within which security and happiness are paramount and with the support of a positive partnership between school and home. The school values and welcomes parental involvement during transition from the home environment to the school.

## **Aims**

- Ensure quality and consistency in all early years settings, so that every student makes good progress and no student gets left behind
- Provide a secure foundation through planning for the learning and development of each individual student, and assessing and reviewing what they have learned regularly
- Build a partnership working between practitioners and with parents and/or carers
- Ensure equality of opportunity and anti-discriminatory practice, ensuring that every student is included and supported

## **Objectives of the policy**

To provide parents and teachers with a clear understanding of:

- The principles on which the curriculum is based upon
- The educational aims of the curriculum
- The content of the curriculum
- The provision for students with ILS and EAL

## **Principles of the Early Years Curriculum**

At Newton British Academy:

- The youngest students benefit most from a broad, stimulating, challenging curriculum that encourages exploration and discovery through purposeful play and teacher-led lessons
- The curriculum should be designed to develop the whole student
- All students in a year group should have equal access to the curriculum
- All students, including those with Individual Learning Support (ILS) or EAL (English as an Additional Language), will have the opportunity to learn and make progress

## **The Content of the Curriculum**

Our core reference document is the new early years foundation stage (EYFS) framework (2021) . We also use Development Matters in the Early Years Foundation Stage (EYFS) 2021 and Birth to 5 Matters 2021. These are non-statutory guidance materials that support practitioners in implementing the statutory requirements of the EYFS.

The curriculum is designed to be broad and challenging and to allow each student to develop their talents fully. Class teachers remain with their class for the majority of the time, but specialist teachers take the students for PE, Arabic and Islamic (if requested) each week.

Class teachers deliver Music and ICT lessons, which are also interwoven throughout the wider curriculum to enhance learning across subjects.

## **Areas of Learning**

The Early Years Foundation Stage Curriculum is divided into seven areas of learning.

By the end of Foundation 2 all students are expected to meet the Early Learning Goals. The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to student development, from being read to frequently to playing with friends. Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a student's development, and their readiness for year 1.

## **Three Prime Areas**

- Communication and language
- Physical development
- Personal, social and emotional development

## **Four Specific Areas**

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

## **Communication and Language**

The development of a student's spoken language underpins all seven areas of learning and development. a student's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what students are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build student's language effectively. Reading frequently to students, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give students the opportunity to thrive. Through conversation, story-telling and role play, where students share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, students become comfortable using a rich range of vocabulary and language structures. We aim to provide these rich opportunities through:

- Talk for Writing
- Tell me a Story
- Story Time
- Rhyme Time
- Circle Time
- P4C
- Literacy Lessons
- High Quality Play and Provisions
- Guided Reading
- Assemblies
- Reading Teddy
- Show and Tell

## **Personal, Social and Emotional Development**

Student's personal, social and emotional development (PSED) is crucial for students to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable students to learn how to understand their own feelings and those of others. Students should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other students, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which students can achieve at school and in later life. We aim to build on these skills by:

- Baseline and getting to know the students
- Bespoke curriculum planned around the student's interests
- Specialist and themed days
- Circle Time
- P4C
- Character Education
- High Quality Play and Provisions
- Assemblies
- School Trips

## **Physical Development**

Physical activity is vital in a student's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early studenthood, starting with sensory explorations and the development of a student's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support students to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow students to develop proficiency, control and confidence. We will provide:

- Personalised PE lessons
- Fine and Gross Motor skills activities
- Large and small playground equipment for free play and exploration

## **Literacy**

It is crucial for students to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with students about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word

reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). We aim to develop, nurture and strengthen students literacy skills by:

- Talk for Writing
- Tell me a Story
- Story Time
- Rhyme Time
- Circle Time
- P4C
- Character Education
- Literacy Lessons
- High Quality Play and Provisions
- Guided Reading
- Assemblies
- Providing high quality text in each classroom
- Trips to the school Library
- Telling stories and rhymes from a variety of cultures
- One to one reading and small group reading sessions
- Phonics lessons
- Active Learn
- English through play
- Handwriting lessons
- Use of Literacy Planet

## **Mathematics**

Developing a strong grounding in number is essential so that all students develop the necessary building blocks to excel mathematically. Students should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - students will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for students to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that students develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. We aim to develop students mathematical knowledge by:

- Using Numicon and other practical equipment to introduce new concepts
- Using the 'White Rose' approach to teaching and learning
- Providing high quality Provisions through Play
- SplashLearn

## **Understanding the World**

Understanding the world involves guiding students to make sense of their physical world and their community. The frequency and range of student's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially,

technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening student's vocabulary will support later reading comprehension.

### **Expressive Arts and Design**

The development of student's artistic and cultural awareness supports their imagination and creativity. It is important that students have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what students see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Topics**

Understanding the World and Expressive Arts and Design is planned for through our Topics. Topics are cross curricular and cover a different theme each half term. The topic is decided through a whole class topic discussion where the students can put forward their interests. Activities are then planned around the topic. Throughout the year students also have access to other activities such as Science Week, Road Safety Day and International Day.

### **P4C**

We provide students with an enquiry-based activity once a week called Philosophy for Children (P4C). During these lessons, the students are encouraged to ask questions and find solutions through discussion. P4C strengthens student's listening and speaking skills, reasoning skills and enhances their self-esteem. During P4C lessons and mini-enquiries, we aim to create an environment where students have the freedom to ask questions and explore different views. Using P4C in Early Years gives students the possibility of seeing that their ideas have value and that others have different ideas that have value too. They realise they do not always have to be right, and they can learn from others.

### **Character Education**

Character Education in the Early Years Foundation Stage is about teaching young students important virtues that help them develop into kind, responsible, and resilient individuals. Key virtues include kindness, honesty, respect, patience, and cooperation. A Character Education lesson in an EYFS classroom might involve a storytime session where students hear a tale that illustrates these virtues, followed by a discussion about the characters' actions and feelings. Students might then engage in role-playing activities to practise these virtues, such as taking turns in games to learn patience and cooperation or sharing toys to practise kindness and respect. Through these engaging and interactive activities, students learn the importance of positive character traits in a way that is meaningful and accessible to them.

### **ELGs**

#### **Communication and Language**

ELG 1: Listening, Attention and Understanding

ELG 2: Speaking

## **Personal, Social and Emotional Development**

ELG 3: Self-Regulation

ELG 4: Managing Self

ELG 5: Building Relationships

## **Physical Development**

ELG 6: Gross Motor Skills

ELG 7: Fine Motor Skills

## **Literacy**

ELG 8: Comprehension

ELG 9: Word Reading

ELG 10: Writing

## **Mathematics**

ELG 11: Number

ELG 12: Numerical Patterns

## **Understanding the World**

ELG 13: Past and Present

ELG 14: People, Culture and Communities

ELG 15: The Natural World

## **Expressive Arts and Design**

ELG 16: Creating with Materials

ELG 17: Being Imaginative and Expressive

## **Inclusive Education and Pupil Support**

The school is committed to an inclusive approach, ensuring that all students are supported to achieve their full potential. Teachers are aware of the importance of recognising and addressing individual learning needs within their planning and teaching. This includes being mindful of a range of needs such as communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical differences. There is a clear, structured approach to identifying and responding to additional needs, with ongoing monitoring and review of students who require targeted support. When a student is not meeting expected developmental milestones, a cycle of assess, plan, do, and review is implemented in collaboration with the group inclusion leader. Where appropriate, external specialists may be consulted to provide further guidance or assessments. Parents are kept informed and involved throughout the support process.

### **EAL Support students**

Students for whom English is not their first language (EAL) are supported by the class teacher and classroom assistant in the first instance and their progress is tracked and monitored. Continual monitoring of EAL students takes place and any student who has not reached the expected level of English by the end of Foundation 2 will be given one to one or small group support lessons that will be provided by the school.

### **Student-Initiated Activities**

The curriculum allows time for students to make choices and take the lead in their learning. During student-initiated activities, students can consolidate new skills and develop their self-esteem. Staff take an active role during student-initiated play by extending, facilitating, scaffolding and play partnering. Students will access challenges which can be self regulated and adults will play an important role to lead and facilitate new learning during their student initiated play.

### **The Importance of Play**

During play, students explore, discover, solve problems and learn to understand the need for rules. Play gives students the opportunity to think creatively alongside others as well as on their own. They can express their fears in a safe and secure environment whilst having the opportunity to take risks and make mistakes. They will be involved in group and individual play, initiated by adults and students, using a wide range of resources.

### **Planning**

The curriculum is planned as follows:

- Long Term Plans known as Curriculum Maps - each year a long term plan is agreed, outlining how to implement the four themes of the EYFS curriculum
- Medium Term Planning (termly) - includes student's interests and strengths based on observation, class discussion
- Short Term Plans - includes both pre-planned and spontaneous experiences. This is a flexible document which can be adapted according to the needs of the students. Notes and evaluations of teaching and learning are made about individuals and groups of students to help staff plan next steps

### **Communication with Parents**

At Newton British Academy believes that “parents are students first and most enduring educators.” (QCA Guidance). The school is aware that students need the support of both parents/carers and teachers to make good progress in the school. To this end, we work hard to promote a successful partnership, with a two-way flow of knowledge, information and expertise.

We have the following initiatives in place to support communication with parents:

- Newton British Academy operates an open-door policy and parents are encouraged to share their thoughts and ideas
- A parent’s welcome event is held every September
- Three parent teacher consultations will take place for parents
- Weekly newsletters are sent via Class DoJo
- Daily communication is sent to parents through Class DoJo



- Frequent letters are sent out and placed on the parent information boards to keep parents informed of events taking place in the school
- Termly calendars are sent to all parents detailing up-coming events and dates to remember
- Parents can email the school with comments or queries or put suggestions in the parent suggestion box located in the reception
- All students in the Early Years receive a written report at the end of each Term
- Parent workshops are held throughout the year and are based on parent voice
- Parents are invited to join our PTA (Parent Teacher Association)

#### **Associated Policies and Documents**

- Teaching and Learning Policy
- Assessment Policy
- Inclusion Policy
- ECA Policy
- Home Learning Policy