

NEWTON INTERNATIONAL ACADEMY LUSAIL

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An International community of learners striving for excellence and celebrating success



Newton International Academy Lusail

EYFS Curriculum Policy

2026 - 2027



Last Review: August 2026

Next Review: June 2027

Reviewer: Policy Committee

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EYFS Curriculum Policy

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VISION

An international community of learners, striving for excellence, and celebrating success.

MISSION

We aim to provide the highest quality of education possible for all our students. In doing so, we aim to positively encourage each student to achieve academic excellence, celebrate 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 positive discipline and self-motivation. We will provide and maintain a trusting and caring atmosphere where teaching and learning is meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

AIM

The aim of this policy is to outline the Early Years Foundation Stage curriculum framework at NIA Lusail and to ensure that it provides a broad, balanced, purposeful and inclusive education that meets the developmental and learning needs of all children.

The EYFS curriculum is designed to provide secure foundations for future learning and development. It supports children's communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding of the world and expressive arts and design.

The curriculum recognises each child as a unique learner and provides opportunities for children to learn through purposeful play, exploration, adult led learning and responsive interactions. It promotes curiosity, independence, creativity, confidence and positive attitudes towards learning while ensuring that children are appropriately supported and challenged according to their individual needs and stages of development.

The curriculum prepares children for successful progression through the EYFS and transition into Key Stage 1.

RATIONALE

At NIA Lusail, we recognise that the Early Years Foundation Stage provides the essential foundations for children's future learning, development and wellbeing. We are committed to providing a safe, nurturing and stimulating environment in which every child is valued as a unique individual and is supported to develop confidence, independence, curiosity and a positive attitude towards learning.

Our EYFS provision is guided by the four overarching principles of the Early Years Foundation Stage:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time.
- Children develop and learn in different ways and at different rates.

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The curriculum provides a balance of child initiated learning, purposeful play, exploration and carefully planned adult led experiences. Teachers use their knowledge of individual children, their interests, prior experiences and stages of development to plan meaningful learning opportunities and provide appropriate support and challenge.

Through positive relationships, high quality interactions and an engaging learning environment, children are encouraged to explore, question, communicate, create, solve problems and develop increasing independence. The curriculum supports children's development across all seven areas of learning and provides secure foundations for successful progression into Key Stage 1.

THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage at NIA Lusail provides the framework for children's learning and development during Foundation 1 and Foundation 2. The curriculum is planned and delivered through the seven areas of learning and development and provides children with the knowledge, skills and experiences required to build secure foundations for future learning.

The seven areas of learning and development are:

Prime Areas

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.

Specific Areas

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

The prime areas are fundamental to children's development and support learning across all areas of the curriculum. The specific areas provide opportunities for children to strengthen and apply the knowledge and skills developed through the prime areas.

Teachers use the Early Years Foundation Stage framework to support curriculum planning, teaching, observation and assessment. Development Matters and Birth to 5 Matters are used as supporting guidance to inform teachers' understanding of child development and appropriate progression.

Curriculum planning takes account of children's individual starting points, interests, experiences and stages of development. Learning is planned progressively across Foundation 1 and Foundation 2 so that children build on prior learning and are appropriately prepared for transition into Key Stage 1.

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THE SEVEN AREAS OF LEARNING AND DEVELOPMENT

Communication and Language

Communication and Language development involves providing children with opportunities to experience a rich language environment, develop their confidence and skills in expressing themselves, and speak and listen in a range of situations.

Children are supported to develop their listening, attention and understanding and to communicate effectively with adults and other children. Opportunities for speaking, listening, discussion, storytelling and the development of vocabulary are embedded throughout the EYFS curriculum.

Physical Development

Physical Development provides opportunities for children to be active and interactive and to develop their coordination, control and movement through both gross and fine motor experiences.

Children are supported to develop their physical confidence, coordination and independence and to understand the importance of physical activity, health and making appropriate choices in relation to their wellbeing.

Personal, Social and Emotional Development

Personal, Social and Emotional Development supports children to develop a positive sense of themselves and others, form positive relationships and develop respect for others.

Children are supported to develop confidence, independence and resilience, manage their feelings and behaviour, understand appropriate expectations and develop the social and emotional skills required to participate successfully in school life.

Literacy

Literacy development involves encouraging children to develop their early reading and writing skills and an enjoyment of language and literature. Children are provided with access to a wide range of books, stories, poems and other written materials to stimulate their interest and develop their understanding.

Phonics, reading and writing are supported through the school's synthetic phonics programme, Rocket Phonics. Storytelling and Talk for Writing are also used to develop children's oral language, understanding of story structure and confidence in retelling and creating stories.

Mathematics

Mathematics provides children with opportunities to develop their understanding of number, numerical patterns, shape, space and measure through practical, meaningful and progressively challenging experiences.

Children develop mathematical understanding through opportunities to explore, investigate, solve problems and apply their knowledge using appropriate concrete, pictorial and practical experiences.

Understanding the World

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and learn about people, places, technology and the environment.

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Children are encouraged to develop curiosity about the world around them and to recognise similarities and differences between their own experiences and those of others.

Expressive Arts and Design

Expressive Arts and Design enables children to explore and play with a wide range of media and materials and provides opportunities for them to communicate and express their ideas, thoughts and feelings.

Children develop their imagination and creativity through experiences including art, music, movement, dance, role play, design and other creative activities.

TEACHING AND LEARNING IN EYFS

Teaching and learning at NIA Lusail recognise that young children learn most effectively when they are actively involved, interested and motivated. Teachers provide a balance of child initiated learning, purposeful play and carefully planned adult led experiences to support children's learning and development across all seven areas.

Children are given regular opportunities to explore, investigate, create, communicate and make choices within meaningful contexts. Play is an important part of daily provision and enables children to develop their knowledge, understanding, independence and confidence through active participation.

Adult led learning is used where appropriate to introduce and develop specific knowledge and skills. This may include whole class teaching, small group activities, paired learning and focused individual support. Teachers use modelling, questioning, explanation and interaction to extend children's thinking and learning.

Teaching takes account of children's individual starting points, interests, abilities and stages of development. Teachers observe children carefully and use their knowledge of each child to provide appropriate support and challenge and to identify suitable next steps in learning.

All adults within the EYFS are positive role models and play an important part in children's learning and development. Teachers build secure and respectful relationships, encourage children's independence and confidence and recognise when to support, extend or directly teach learning.

THE LEARNING ENVIRONMENT

The EYFS learning environment at NIA Lusail is designed to be safe, stimulating and appropriately challenging. It supports learning across all seven areas of learning and development and provides children with opportunities to explore, investigate, create, communicate and develop increasing independence.

Resources are carefully organised and accessible so that children can make choices, follow their interests and take increasing responsibility for their own learning. The environment is adapted in response to children's needs, interests and stages of development and provides opportunities for both independent and collaborative learning.

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Indoor Provision

Indoor provision is organised to provide a range of purposeful learning opportunities across the curriculum.

Children have access to areas and resources that support:

- Reading and storytelling.
- Writing and mark making.
- Creative activities.
- Sand, water and exploratory learning.
- Role play and imaginative learning.
- Construction and problem solving.
- Mathematics and practical investigation.

The organisation of the indoor environment enables children to access resources independently and provides opportunities for learning through both planned activities and self-directed exploration.

Outdoor Provision

Outdoor learning is an important part of the EYFS curriculum and provides opportunities for children to develop physically, socially and creatively while exploring the environment around them.

Outdoor provision includes opportunities for:

- Cycling and other activities that develop gross motor skills.
- Climbing, balancing and jumping.
- Sand and water exploration.
- Role play and imaginative learning.
- Exploration and investigation.
- Mark making and creative activities.
- Problem solving and mathematical learning.

Outdoor learning is planned as an extension of the indoor curriculum and provides children with opportunities to apply and develop their learning in different contexts.

OBSERVATION, ASSESSMENT AND PLANNING

Observation, assessment and planning are integral to effective teaching and learning in the EYFS. Teachers use their knowledge of individual children to identify achievements, interests, areas for development and appropriate next steps in learning.

Long term planning provides an overview of curriculum coverage across Foundation 1 and Foundation 2. Weekly planning builds upon this framework and is responsive to children's achievements, interests and emerging learning needs.

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Teachers observe children regularly during both child initiated and adult led learning. Observations may be recorded where appropriate and are used alongside teachers' professional knowledge of the child to inform assessment and future planning. EYFS staff discuss children's progress and next steps regularly to ensure that learning experiences remain purposeful, progressive and appropriately challenging.

Assessment for Learning is embedded within daily practice and enables teachers to respond to children's understanding during learning. Assessment of Learning is used to evaluate children's progress over time and to support future planning.

Children's progress is monitored against the expectations within the EYFS curriculum and the developmental guidance used by the school. Assessment information is used to identify children who may require additional support or further challenge and to inform communication with parents.

During the final term of Foundation 2, teachers assess children's attainment against the Early Learning Goals. These judgements contribute to the school's understanding of each child's development and readiness for transition into Key Stage 1.

Parents receive a written summary of their child's progress each term and have opportunities to discuss their child's learning, development and next steps with the class teacher.

PARENTS AS PARTNERS

At NIA Lusail, we recognise that parents are children's first and most enduring educators. We value positive, respectful and professional partnerships with parents and recognise the important contribution they make to their child's learning, development and wellbeing.

We work in partnership with parents by:

- Providing opportunities for parents to visit the EYFS and become familiar with the learning environment.
- Providing information about the EYFS curriculum and how learning is organised within Foundation 1 and Foundation 2.
- Supporting children and families during transition into the EYFS and between Foundation stages.
- Sharing information about children's learning, progress and development.
- Providing opportunities for parents to discuss their child's progress and next steps with the class teacher.
- Using Class Dojo to support regular communication and share relevant information about learning and school activities.
- Contacting parents where teachers identify concerns regarding a child's learning, development or wellbeing.
- Inviting parents to contribute to appropriate learning experiences, activities and events.
- Providing opportunities for parents to see and celebrate children's learning and achievements.

Effective communication between home and school supports continuity in children's learning and enables teachers and parents to work together in the best interests of each child.

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INCLUSION

At NIA Lusail, we value diversity and are committed to providing an inclusive EYFS curriculum in which all children are valued, respected and provided with opportunities to participate fully in learning.

Teachers recognise that children develop at different rates and may have different starting points, strengths and learning needs. Teaching, provision and the learning environment are adapted appropriately to ensure that children can access the curriculum and make progress from their individual starting points.

Teachers use observation and assessment to identify where children may require additional support or further challenge. Appropriate strategies and adjustments are incorporated into everyday classroom practice and reviewed in response to children's progress and needs.

Where a child may require additional support, teachers work collaboratively with parents and the Learning Enrichment Department in accordance with the school's relevant procedures. Support is planned according to the individual needs of the child and may include appropriate adaptations to teaching, resources, communication, routines and the learning environment.

Children who speak English as an additional language are supported to develop their communication and English language skills while their home language, culture and identity are recognised and valued.

Children who demonstrate higher levels of attainment or development are provided with appropriate opportunities for greater depth, challenge and extension within the EYFS curriculum.

WELFARE AND WELLBEING

Children learn most effectively when they feel healthy, safe, secure and valued. NIA Lusail is committed to providing a caring and supportive EYFS environment that promotes children's physical, emotional and social wellbeing.

Teachers establish positive and respectful relationships with children and create an environment in which children feel confident to communicate their needs, express their feelings, make choices and participate fully in learning.

Within the EYFS, we aim to:

- Promote children's physical, emotional and social wellbeing.
- Support children in developing confidence, independence, resilience and positive relationships.
- Establish clear age-appropriate expectations, routines and boundaries that help children feel safe and secure.
- Provide opportunities for children to develop an understanding of healthy choices, personal safety and appropriate risk.
- Ensure that the indoor and outdoor learning environments are appropriately supervised and maintained.
- Encourage children to recognise and communicate their feelings and seek support from trusted adults when needed.
- Maintain positive communication with parents regarding matters that may affect their child's wellbeing.

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Detailed arrangements relating to safeguarding, health and safety, first aid, medicines and risk assessment are set out within the school's relevant policies and procedures.

SAFEGUARDING

Safeguarding and child protection are fundamental to the wellbeing and development of all children within the EYFS. NIA Lusail is committed to providing a safe and supportive environment in which children feel secure, valued and able to seek help when needed.

All EYFS staff have a responsibility to safeguard children and must remain alert to signs that a child may be at risk of harm or require additional support. Any safeguarding or child protection concern must be reported promptly in accordance with the school's Safeguarding and Child Protection Policy and established reporting procedures.

Teachers support safeguarding through age appropriate learning experiences that help children develop confidence, communicate their feelings and needs, understand appropriate boundaries and recognise how to seek help from trusted adults.

Safeguarding considerations are embedded within curriculum planning, classroom practice, supervision and the organisation of the indoor and outdoor learning environment.

Detailed safeguarding and child protection responsibilities, reporting procedures and escalation arrangements are set out in the school's Safeguarding and Child Protection Policy.

QATARI CULTURE, ARABIC LANGUAGE AND ISLAMIC VALUES

NIA Lusail recognises the importance of ensuring that children develop an understanding and appreciation of the culture, traditions and values of Qatar. Opportunities to develop this understanding are incorporated into the EYFS curriculum and wider learning experiences where appropriate and relevant.

Qatari culture, Arabic language and Islamic values are promoted through:

- Classroom displays and learning environments that reflect aspects of Qatari culture, heritage and identity.
- Books, stories and resources that provide opportunities for children to develop their understanding of Qatar and the wider local community.
- Celebrations and events, including Qatar National Day, Eid and Arabic Week.
- Educational visits and learning experiences that enable children to explore aspects of Qatar's culture, heritage and environment.
- Traditional artefacts, clothing and other appropriate resources that support children's understanding of Qatari culture.
- Opportunities within classroom learning and wider school activities to develop children's awareness and appreciation of Arabic language and Islamic values.

Arabic language and Islamic learning are also taught through the school's designated provision in accordance with applicable requirements.

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PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

NIA Lusail does not deliver PSHE as a separately timetabled subject. Within the EYFS, personal, social, health and economic education is developed through the curriculum, particularly Personal, Social and Emotional Development, as well as through Character Education, Philosophy for Children (P4C), assemblies, safeguarding and wellbeing education and wider learning experiences.

This provision supports children to develop confidence, resilience, independence and positive relationships. Children are encouraged to make appropriate choices, recognise and communicate their feelings, understand expectations and boundaries and develop respect for themselves and others.

Learning is planned in an age appropriate manner and supports children in developing respect for diversity and an understanding that people may have different backgrounds, families, cultures, faiths and beliefs. Children are encouraged to treat others with kindness, dignity and respect.

FUNDAMENTAL BRITISH VALUES

The EYFS curriculum at NIA Lusail does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through the EYFS curriculum, Character Education, Philosophy for Children (P4C), assemblies and wider learning experiences, children develop an age appropriate understanding of these values alongside respect for the culture, values and traditions of Qatar and the diverse international community of the school.

Children are encouraged to make choices, develop independence, understand appropriate expectations and boundaries, listen to and respect others and recognise that people may have different views, backgrounds, cultures, faiths and beliefs.

These experiences support children in developing the confidence, responsibility, respect and social understanding required for their future learning and for the opportunities, responsibilities and experiences of life in British society and the wider world.

POLICY REVIEW

This policy will be reviewed annually, or earlier where required, to ensure that it continues to reflect the needs of the EYFS, current curriculum expectations, applicable regulations and accreditation standards, and the school's policies and procedures.

The review will consider the effectiveness of the EYFS curriculum in supporting children's learning, development and progress and will take account of relevant developments in curriculum guidance and school practice.

The Head of EYFS is responsible for reviewing the implementation and effectiveness of this policy in consultation with the Senior Leadership Team.

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