

## EYFS Curriculum

<u>Key Stage</u>	<u>EYFS</u>	
<u>Year Group</u>	<u>Foundation 1</u>	<u>Foundation 2</u>
<u>Age Group</u>	<u>3-4 years</u>	<u>4-5 years</u>

The EYFS curriculum in NISL is based on the New British Statutory Framework for EYFS (2023). Our approach to the curriculum is play-based approach with elements of child-initiated play and structured teacher directed activities. ICT is incorporated into every lesson and pupils are given the opportunity to use a range of resources freely. There are 7 curriculum areas in the EYFS, three are prime and considered to be most crucial to development, they are Communication & Language, Physical Development and Personal, Social & Emotional Development. All planning is geared towards supporting learning in these areas while a cross curricular approach is used for the specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts & Design. Appropriate resources are provided to ensure learning support in these areas.

Classrooms and outdoor areas in EYFS, are equipped with stimulating, interesting resources, which support and encourage pupils to be independent, active and creative. Many teachers in EYFS use innovative and creative teaching techniques in their lessons. They plan a range of engaging activities which ensure that pupils enjoy their learning, and this contributes to the rich educational experience of the pupils. There is a good balance of adult directed and child-initiated activities. All lessons in EYFS are carefully planned, ensuring learning is sequenced and differentiated. Most pupils are appropriately challenged and make progress. Teaching assistants are in place in each classroom. They are effectively used to enhance pupils' learning. EYFS learning at NISL is active, and the provision is plentiful with high-quality resources available to enable the teaching and learning to reach a high standard.

The EYFS framework guides staff to provide meaningful learning opportunities across 7 areas of learning and development, outlined below:

<b>Communication and Language</b>	Children are provided with the opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and to listen in a range of situations.
<b>Physical Development</b>	We encourage children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
<b>Personal, Social and Emotional Development</b>	Child; to understand appropriate behaviours are encouraged 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
<b>Literacy</b>	Children begin to link sounds and letters and 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.
<b>Mathematics</b>	We provide opportunities for children to develop and build upon their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
<b>Understanding the World</b>	We guide children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment
<b>Expressive Arts &amp; Design</b>	Children 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

Play and exploration is fundamental within our Early Years classes. This means children are able to choose activities where they can engage with other children or adults or, sometimes, play alone. During these activities, the children will learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. We provide them with sufficient space, both indoors and outdoors, time and choice with a range of activities.

There are a good variety of planned and prepared activities by the teachers, as well as allowing time for the children to initiate their own learning throughout the school

day. Activities are planned to take into account their learning styles and stages of development. Our environment enables children to try things out and make sense of relationships, allowing all children to fulfil their potential. As the children progress, the academic learning activities increase. Each child continues to be supported and challenged through a lively and motivating curriculum, which caters for each child's individual needs and abilities. Below we have highlighted the 7 key areas of the curriculum and explore their relevance on pupil development at this age.

### **WOW days/themed weeks and trips**

Throughout the school calendar, WOW days and school trips are planned in order to celebrate various aspects of school life. EYFS have some of the following WOW days take place: Pyjama Day, Math's Day, Odd Sock day for anti-bullying, Science Week, Math's week, topic dress up days such as Superheroes and Animals, Qatar National Day as well as many other celebrations encompassing the curriculum and exploration of learning. In EYFS students have the opportunity to visit the Park next to school during Winter where they are able to develop their gross motor skills on all the apparatus available. We also have planned trips each year such as museums, farms and Libraries. This year students in EYFS will possibly be visiting Oli Oli and WOW Lusail.

