

Curriculum Principles

EYFS

By the end of EYFS, students in EYFS at Music Primary will:

- possess the fundamental knowledge and skills which allow students them to progress successfully into KS1.
- become independent and confident learners who have a thirst for learning and are resilient.

In order for students to achieve their full potential and become successful learners, our EYFS topics have been intelligently sequenced based on the following rationale:

- we believe that children have a right to expect a curriculum which is stimulating, motivating, interesting and purposeful. At the same time, we believe that by providing a coherent, well-sequenced, well-planned curriculum, children can learn the shared knowledge and vocabulary that is vital to success in KS1, the rest of their education and, indeed, throughout life.
- our EYFS curriculum underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play. It also promotes autonomy and equality of opportunity; we aim to give every child the enabling knowledge that is possessed by the most successful adults in wider society, and this begins in EYFS.
- we assess using the EYFS Development Matters framework and ensure that all children have a broad and balanced curriculum that covers all areas of learning.
- despite significantly low starting points, we aim to ensure that all children are working at age related expectations by the time they leave Reception class in order to ensure they are ready for their next phase of learning.
- we ensure that all children become independent and confident learners who will be successful in KS1. We do this through a combination of child-initiated and teacher-led learning. Whole class, teacher-directed learning is built up throughout the year to ensure smooth transition into Year 1.
- EYFS staff, teachers, graduate co-teachers and early years practitioners are skilled at developing learning both through play and through pre-planned, systematic teaching that ensures the highest standards of achievement are met.
- we plan our curriculum through topics that motivate the children and are accompanied by high quality literature. We ensure that children make links that are relevant, appropriate and purposeful across all the areas of learning. Key knowledge and vocabulary is revisited to ensure it is transferred into long-term memory and that children know and remember more.
- Reading is a vital part in the curriculum. We use Read Write Inc. as our synthetic phonics programme and all children have discreet phonics lessons every day. Children have access to a range of fiction and non-fiction texts and take books home which are matched to their phonics knowledge.
- the emphasis on high quality rigorous daily phonics and reading ensures that all children learn to read by the age of six.
- writing is developed throughout the year, alongside reading and speaking.
- letter formation is taught in Read Write Inc. lessons and consolidated in handwriting sessions. Children are taught the sounds linked to letters, alongside an emphasis on many rich and varied texts full of ambitious vocabulary.
- we immerse the children in core texts and make key vocabulary a main focus. We embellish the highly successful Talk4Writing model in writing sessions. The Reading Phase (imitation) includes immersion in text, oral rehearsal, prediction and sequencing. The Toolkit Phase (innovation) features spelling, grammar and

terminology. The Writing Phase (invention) features lots of teacher modelling, the children's own inventions and planning, drafting and editing. We include lots of modelled, shared, guided and independent writing to support the children with developing the skills they need to become proficient writers. We teach children to produce writing that someone else can read and enjoy and give many and varied writing opportunities, child initiated as well as supported.

- we keep focused on the purpose of the children's writing and value it when it is finished, giving children feedback linked to purpose.
- we use the Mathematics Mastery programme to ensure deep understanding of key mathematical concepts and we believe every child can enjoy and succeed in mathematics as long as they are given the appropriate learning opportunities.
- a growth mindset enables children to develop resilience and confidence and solve new problems in unfamiliar contexts. Identifying, applying and connecting ideas is a key element of this. Accurate mathematical language is taught which strengthens conceptual understanding by enabling children to explain and reason. Objects, pictures, numbers and symbols enable children to represent ideas and make connections in different ways. This develops understanding and problem solving skills – while making lessons engaging and fun.
- we aim to teach a whole class 6-part mathematics lesson to all children by cycle 3 to ensure easy transition into KS1. Skills and knowledge learned are practiced within maths meetings and applied across the EYFS curriculum.
- knowledge and understanding of the world is also a key component of our EYFS. Cultural capital is built both through our rich and varied texts and through our enrichment visits.
- core knowledge taught in EYFS is both procedural and declarative, with the key declarative knowledge forming our knowledge organisers. These are revisited and reviewed throughout Reception and into KS1 to ensure key knowledge and vocabulary enters long-term memory