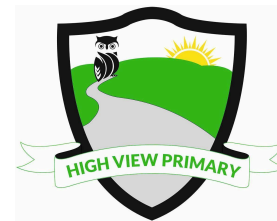


Early Years  
Foundation  
Stage

# High View Primary

## Curriculum Statement



### Intent

#### *Why do we teach what we teach?*

At High View Primary School, we believe every child deserves the very best start in life. Children's early experiences have a profound impact on their future learning and wellbeing, and we know that young brains develop most effectively through secure relationships, responsive interactions, and rich experiences. Our EYFS curriculum is therefore designed to ensure children have the foundations they need to become confident, capable learners.

We believe that children learn best when they feel safe, valued, and confident to explore. Back-and-forth interactions, high-quality adult-child conversations, and a language-rich environment help children develop thinking, reasoning, self-regulation, and communication skills. Our curriculum prioritises giving every child the opportunity to speak up and be heard, recognising that communication may take many forms and is essential for learning, wellbeing, and social confidence.

Play is central to our approach because it allows children to explore, experiment, and consolidate their learning. Through play, children develop the Characteristics of Effective Teaching and Learning: they play and explore with curiosity, actively learn by persisting and concentrating, and create and think critically as they make connections and solve problems. These dispositions prepare children to be resilient, independent, and motivated learners.

We place the prime areas of learning, communication and language, personal, social and emotional development, and physical development, at the heart of everything we do, recognising they are essential for children to thrive in all areas of the curriculum. Our intent is for children to leave the EYFS confident, curious, and capable, with the skills, dispositions, and love of learning needed to transition successfully into Key Stage 1 and beyond.

### Implementation

#### *How do we teach what we teach?*

Our curriculum follows the Early Years Statutory Framework and uses the Development Matters and Birth to 5 documents as references. These frameworks have informed the design of our curriculum to ensure it is carefully planned, progressive, and responsive to the developmental needs of each child. Through ongoing knowledge of each child and formative assessments, the EYFS team plans exciting and engaging activities that move learning forward and give children meaningful contexts for exploration. Observations are used continuously to inform planning and next steps, ensuring teaching is responsive to children's needs and interests.

#### **Play**

Play underpins learning and all aspects of children's development. Through play, children develop their language, emotional literacy, social and intellectual skills, and creativity. Children in EYFS learn by playing and exploring, being active, and thinking critically and creatively, both indoors and outdoors.

Each area of learning is implemented through planned and purposeful play, supported by a mix of adult-led, adult-directed, and child-initiated activities. We regard play as essential for children's development, building their confidence as they learn to explore, think about problems, and relate to others. By providing uninterrupted opportunities for play, children are able to access deep learning. Children are supported to lead their own play through a workshop-style continuous provision, with a variety of resources and adult-suggested invitations to play. Ongoing professional judgments ensure a balance between activities led by children and those guided by adults.

### **Prime Areas and Characteristics of Effective Teaching and Learning (COETL)**

Our EYFS curriculum places the prime areas of learning at the heart of everything we do: Communication and Language, Personal, Social and Emotional Development, and Physical Development.

We actively support children to develop these foundational skills because they are crucial for success across all areas of learning. Our practice embeds the Characteristics of Effective Teaching and Learning (COETL):

- Play and explore – engaging in new experiences with curiosity and confidence
- Actively learn – concentrating, persisting, and taking ownership of learning
- Create and think critically – making connections, solving problems, and reflecting on ideas

We prioritise high-quality adult-child interactions, modelling language and supporting back-and-forth conversations to build children's vocabulary, reasoning, and comprehension. We recognise that these interactions are critical for developing language and closing the communication gap. Staff use evidence-based strategies, including aiming for multiple conversational turns with each child and using structured approaches to extend vocabulary, thinking, and understanding. We also language screen children to identify those who may need additional support, ensuring interventions are timely and targeted. Communication may not always be verbal, so we use core boards and visual supports to help all children express themselves and engage meaningfully in learning. Where appropriate, our curriculum and interventions are enhanced using programmes such as the Nuffield Early Language Intervention (NELI), Early Talk, and Talk Boost, alongside guidance from the Education Endowment Foundation (EEF). Strategies are selected to meet the specific needs of each cohort and individual child, ensuring the right approach is used at the right time.

Children's personal, social, and emotional development is supported through nurturing relationships and approaches such as the Zones of Regulation, helping children recognise and manage their feelings, develop confidence, and engage positively in learning.

Our continuous and enhanced provision, both indoors and outdoors, supports physical development, enabling children to develop coordination, strength, and control through everyday activities, active play, and exploration.

Our practice is informed by research and pedagogy, recognising the critical importance of establishing these foundational skills across all prime areas so children can access and succeed in the specific areas of learning and develop the dispositions to become confident, curious, and resilient learners.

### **Literacy**

Reading is at the heart of our curriculum, and our aim is to encourage a love of reading from the very start. Our EYFS reading curriculum is built around a small number of carefully chosen core stories and rhymes that are revisited and deeply embedded throughout the year. Each half term, we introduce two core texts that children come to know, love, and retell with confidence. These texts are selected to reflect children's interests, build story language, and ensure clear progression across Nursery and Reception.

Stories are embedded in our provision through activities, story sessions, and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns, and retell stories independently. Additional books are used throughout the year to strengthen topic learning, support seasonal themes, and enrich children's play. These supplementary texts can be found within our

Schema Texts collection and the 2-Year Progressive PLOD cycle, ensuring that wider learning is consistently supported and enhanced through high-quality literature.

Because around half of our Reception children do not come through our Nursery provision, we do not leave any learning to chance. The Reception year begins with an Autumn term dedicated to revisiting and re-immersing children in key Nursery texts, rhymes, and schema texts. This ensures every child, regardless of their starting point, has equitable access to the shared stories, vocabulary, and cultural knowledge that underpin our wider curriculum. This approach not only supports children who are new to our school but also strengthens learning for those who have encountered the texts before. Repetition is a crucial element of early literacy: it builds confidence, deepens comprehension, supports vocabulary retention, and enables children to engage with familiar stories at an increasingly sophisticated level.

In Nursery, children begin to understand sound patterns, rhyme, and rhythm as part of Phase 1 phonics. Children are taught to discriminate between sounds through a variety of engaging and interactive activities that develop listening skills. Nursery children also focus on a core set of rhymes, repeated until they can recall and perform them confidently, building language, rhythm, and confidence.

In Reception, we use High View's own phonics scheme, which enables children to learn to read and write with accuracy, fluency, and automaticity. Reading is incorporated into daily phonics lessons, with children exploring texts that are carefully matched to the sounds they are learning. Once a sound has been taught, children are provided with an activity sheet to complete with their parents at home, giving families the opportunity to continue supporting their child's phonics skills. Reception begins the Autumn term by revisiting key Nursery rhymes and texts, ensuring equitable access to the shared repertoire and reinforcing learning for children already familiar with them.

Our schema texts are carefully chosen high-quality books designed to deepen children's understanding of key concepts and themes that support learning in Key Stage 1 and beyond. These texts are explored across both Nursery and Reception, ensuring all children encounter essential ideas repeatedly and meaningfully throughout the EYFS. The 2-Year Progressive PLOD cycle introduces and develops key themes over time, ensuring every child is well-prepared for Key Stage 1.

As Mem Fox states in Reading Magic, "Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight." Our approach ensures children develop a broad repertoire of rhymes and stories, building language, comprehension, and confidence to lay a strong foundation for future learning.

## **Maths**

In the Early Years, we aim to develop a love of maths through hands-on activities, songs, rhymes, and play, using a wide range of concrete resources. We place a strong emphasis on counting principles and cardinality, ensuring children understand that each number represents a specific quantity and that counting can be applied consistently across objects and contexts.

In Nursery, children explore early counting concepts through games, songs, and manipulatives. They develop an understanding of number, patterns, and comparison. The Nursery teacher is undertaking Maths Champions training, a programme designed to strengthen early number skills, develop children's confidence, and support problem-solving abilities. This training equips staff with strategies to provide targeted, high-quality number interventions and ensures that children build positive attitudes towards maths from the outset.

In Reception, children continue to consolidate counting and cardinality skills, building on prior knowledge and extending to principles such as abstraction (counting anything in the same way) and order irrelevance (the order of counting objects does not affect the total).

We use the White Rose Maths scheme as a core resource to structure teaching and learning, while also drawing on materials from the NCETM to enrich our provision and ensure a deep, research-informed

understanding of early mathematical concepts. Activities are frequent, varied, and hands-on, enabling children to apply their knowledge in playful and meaningful ways. Children are encouraged to use mathematical vocabulary to describe quantities, patterns, and relationships, supporting their reasoning and ability to explain their thinking. Concrete manipulatives, pictorial representations (such as tens frames and part-whole models), and rich mathematical language are integral to our teaching, helping children to develop fluency, reasoning, and confidence.

Through this approach, children not only acquire key numerical skills but also develop positive attitudes, curiosity, and resilience in problem-solving, forming a strong foundation for future learning in Key Stage 1 and beyond.

### **Wider Curriculum and Progressive Possible Lines of Development (PLODs)**

The curriculum is taught through topics, enriched with classroom enhancements, trips, and visitors. Topics are supported by quality key texts. All planning is flexible and responsive to children's needs, ensuring that learning reflects the interests, experiences, and developmental areas of the children in each cohort. Plans can be adapted so that activities remain engaging, exciting, and meaningful, motivating children to explore, discover, and make connections across their learning.

We use Progressive Lines of Development (PLODs) to plan learning over a two-year cycle. PLODs are carefully sequenced plans that allow the same core concepts to be revisited and developed at an age-appropriate level for both returning Nursery children and new Reception starters. This approach ensures that learning is progressive, coherent, and builds depth, giving children repeated opportunities to explore key ideas and skills in different contexts. By revisiting concepts over time, children consolidate their understanding, make connections across areas of learning, and develop confidence and mastery.

Termly PLOD topics may include:

- Autumn 1: All About Me – identity, classroom community, Black History Month
- Autumn 2: Celebrations & Festivals, Nursery Rhyme Week
- Spring 1: Traditional Tales, World – fantasy and real-world comparisons
- Spring 2: Everyday Life – routines, growth, weather, food, historical comparisons
- Summer 1: Animals and Habitats, Life cycles, care of living things
- Summer 2: People Who Help Us, Travel, Transitions and Aspirations

Observations and formative assessments are used continuously to inform planning and next steps, ensuring teaching is responsive to children's needs and interests.

## **Impact**

*How do we know what pupils have learnt and how they have learnt it?*

The impact of the EYFS curriculum is reflected in well-rounded, happy, and confident children. From their individual starting points, children make strong progress in both Nursery and Reception, developing key knowledge, skills, and dispositions. By the end of their EYFS experience, children transition into Year 1 with a secure foundation in learning, including the Characteristics of Effective Teaching and Learning, enabling them to access the requirements of the National Curriculum with confidence.

At High View, children in the Early Years Foundation Stage demonstrate high levels of engagement in both child-led and adult-led activities. By developing their speaking and listening skills, they are able to access a wider range of learning and communicate effectively with adults and peers. They develop concentration, persistence, co-operation, and, most importantly, the confidence and willingness to 'have a go'.

Children build a sense of the wider world through meaningful experiences and interactions. They are able to apply their knowledge across different contexts, make connections, explain their ideas, and demonstrate

understanding. They become confident to take risks, discuss their successes and challenges with adults, and use these reflections to adjust and improve their learning.

Teaching and pedagogy are reviewed and evaluated regularly through ongoing professional dialogue. Areas for development are translated into meaningful improvements in classroom practice, supported by a research-informed approach to deliver high-quality early years provision. Staff receive regular, tailored training to strengthen their knowledge of child development and effective pedagogy.

Our assessment and moderation processes are robust and collaborative. From our previous trust, a group of six EYFS leaders developed a joint set of “on track” judgements to ensure fair and consistent evaluation of children’s progress. Although no longer in the trust, we continue to maintain strong moderation links with those schools, and we now collaborate with three additional local primary schools to ensure consistency and quality across EYFS. In addition, our EYFS leader is an active lead teacher in the London Borough of Sutton, regularly sharing good practice with other Reception teachers and meeting with local authority EYFS advisors. This provides a strong network of practitioners and leaders to draw upon, ensuring judgements are fair, consistent, and informed by current research and practice across the borough.

The impact of our curriculum is measured through these assessment and moderation processes, allowing us to monitor outcomes against national expectations. We track the percentage of children achieving age-related expectations and those on track for a Good Level of Development (GLD) throughout the academic year, implementing supportive interventions as needed.

From their unique starting points, we expect all children, including those at risk of disadvantage, to achieve age-related expectations and/or make excellent progress academically and socially. All children are given the best foundations to prepare them for a lifelong learning journey.

### Supporting Documents:

- [Nursery Long Term Plan](#)
- [Reception Long Term Plan](#)
- [2-Year Progressive Possible Lines of Development \(PLODs\)](#)
- [Core Texts & Rhymes](#)
- [Schema Texts](#)