



Our EYFS Curriculum Rationale



Our Curriculum Intent

Our curriculum is our DNA - it is who we are, it is what makes our school special and it is our vehicle for maximising the potential of every single child that steps foot through our doors.

At Florence Melly we aim to provide a stimulating and engaging environment, which is both protective yet supportive of the children's well-being. We believe that a classroom where children feel valued and can grow in confidence, helps them to feel happy, settled and secure. Our child-centred approach aims to support each child to develop holistically and at their own pace.

We intend for children who enter our EYFS to begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally with a positive attitude to school and a love of learning.

To ensure that children make outstanding progress in Florence Melly we take into account children's starting points and ensure all children have a broad and balanced curriculum catering to their needs. We work collaboratively with parents and carers to encourage independent and enthusiastic learners who thrive and reach their full potential.

Our EYFS curriculum is carefully planned around six BIG DREAMS with our core values at the centre to enable children to be:

- **Competent and creative learners**; who are curious about the world around them. (Using our great city to build cultural capital).
- **Secure and confident**; who enjoy coming to school and learning new skills and knowledge building on their existing learning. (In an environment that is respectful, safe and inclusive).
- **Skilful communicators**; who connect with others through language and play, ensuring that they play in a vocabulary rich environment. (Teaching Oracy skills and vocabulary systematically and explicitly).

Our whole-school curriculum BIG DREAMS are:

- Use high-quality texts as the beating heart of everything we do, we develop a genuine love of reading so that our children are **motivated** to read widely and often for information and pleasure. We are a reading school and every inch of our setting is filled with inspiring texts, designed to immerse and engage our children.
- Build cultural capital so that our children learn from and **respect** other cultures. We want them to feel secure, part of our community and understand that they belong in our Flo Melly family. We want to help them understand their place in the world so that they are **determined** to be the best versions of themselves beyond their time in our setting.
- We use the vibrancy of Liverpool to help pupils make connections and **appreciate** the city's heritage and uniqueness. We want them to be proud of where they are from and we **empower** them to showcase and celebrate our great city!

- Systematically teach and expose our children to ambitious vocabulary to foster a love of language so that they can unwrap the origins of words, develop word consciousness and apply their understanding across all curriculum areas.
- Enrich pupils time in our school with memorable and unforgettable experiences, trips, lessons and clubs, ensuring equity for all.
- Provide a **safe** and inclusive environment so that our children thrive and have no limits to what their ambitions are...if they can DREAM it, they can do it!

Our Curriculum Implementation

At Florence Melly Primary school we follow the Early Years Foundation Stage framework alongside the whole-school curriculum drivers which are:

- Our core curriculum offer,
- Our broad and balanced curriculum offer,
- Our cultural capital curriculum offer.

OUR CORE
CURRICULUM OFFER

OUR BROAD AND BALANCED
CURRICULUM OFFER

OUR CULTURAL CAPITAL
CURRICULUM OFFER

Using these three drivers we have created an exciting, stimulating and challenging curriculum that encompasses all seven areas of learning combining our BIG DREAMS and our core values. We use CUSP to provide structured story times with a diverse and challenging range of texts. We build on this love of story through drawing club which gives the opportunity to continue to develop vocabulary and also to combine stories with creating our own adventures (both by drawing and writing). We use RWI to ensure that children are taught the essential early reading skills systematically and consistently.

Learning happens through investigation, exploring and immersive, hands-on experiences within a play based curriculum. Our team is dedicated to bringing out the best in the children and our plan for learning is based on the children's own interests and needs. We set achievable challenges and always encourage them to try their best. They are provided with many, varied opportunities to develop and we nurture their confidence so that they can all make positive steps towards achieving their potential. We also ensure that children can build on rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment.

We value the importance of the outdoor environment, ensuring that children have the opportunity to learn about the world around them, in a natural and safe space. Children are allowed to take managed risks, which both supports their growth and allows them to become critical thinkers, and confident, independent learners.

We provide an enabling environment, promoting communication and language skills, whilst ensuring that learning is engaging and enjoyable. We support children's communication and language skills through regular high quality interactions with staff and through the use of WellComm.

Our Curriculum Impact

Our Curriculum Lead, supported by our Phase and Subject Leaders, issue staff with **long-term curriculum sequences**, making clear the **substantive knowledge and concepts from the EYFS to Year 6**, in every subject area. These are accompanied by **progression maps which identify the key vocabulary and cumulative end goals by the end of year group and/or each phase**.

Our EYFS Lead works alongside each Subject Leader to set out what is taught in the EYFS and how this prepares them for life in Year 1, in each individual subject. Subject Leaders share comprehensive overviews

with the EYFS Lead who then helps ensure that the gap between the two curriculum models is bridged; in doing so, best preparing our youngest children for life in KS1.

Staff produce long, medium and short-term plans to set out the **critical content for each area of learning**, identifying engaging activities, resources, high-quality texts and formative assessment opportunities which are used to secure the intended learning outcomes.

We use **formative assessment information every day**, in every lesson. On-going assessments lead to action to provide immediate feedback or identify if individuals or groups need to revisit, consolidate or move on. Staff use this information to inform their short-term planning and interventions. This enables us to provide the best possible support for all pupils.

We capture understanding within lessons and use this to inform summative judgements for each child in every area of learning. Summative judgements are made against these end goals using the following criteria: **Ready to Progress, Expected and Emerging**. We call these point-in-time assessments 'professional judgements' and these are completed three times a year. These will ensure that we can support each child in making progress towards achieving the early learning goals/end of year expectations.

Pupil progress reviews are conducted half-termly (formative) and termly (summative). This process provides the SLT, Governors and Phase/Subject Leaders with an accurate and comprehensive understanding of the quality of education in our school.

The children at Florence Melly will experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration and high quality teaching and learning ensure the children leave the EYFS with a solid foundation of learning of which to build upon in Year 1.

As a team we carry out regular internal and external moderation to ensure that all staff feel confident with our judgement and that they are consistent with a range of other settings. We begin by making careful observations of children and then build upon these to ensure that children feel a sense of belonging, curiosity and competence showing resilience and determination.

All of this information is gathered and reviewed and **used to inform further curriculum innovation and developments** and **provision is adapted accordingly**.



IF YOU CAN DREAM IT, YOU CAN DO IT!