



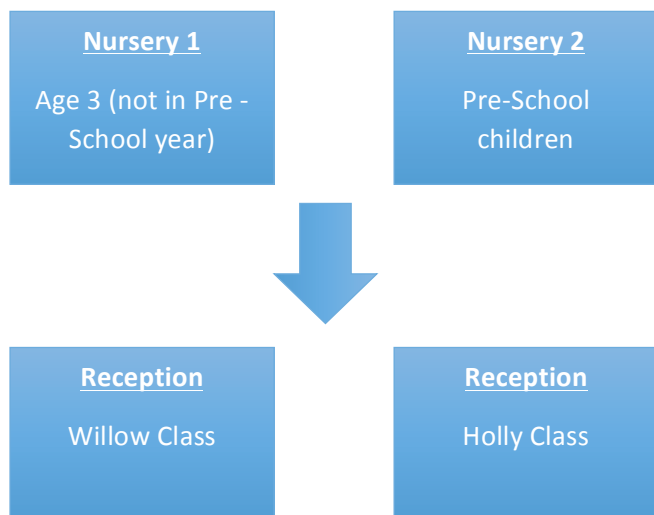
EYFs Curriculum Statement

Boundary Primary School Curriculum Model

The National Curriculum and EYFS Framework				
Curriculum drivers				
(bring about the aims and values of our school and respond to the particular needs of our community)				
1) Spiritual, Moral, Social and Cultural – providing a broad balanced curriculum	2) Possibilities - which helps pupils to build aspirations and know available possibilities for their future lives	3) Communication – helping our pupils become excellent communicators	4) Character - which helps our pupils develop the characteristics needed to become successful citizens. Active, responsible members of our school, the locality, our country and the world.	5) Physical Development EYFS – Developing strength, gross and fine motor skills to contribute to cognitive development and future health and well being
Curriculum Goals				
1) To give pupils appropriate experiences to develop as confident, resilient, responsible citizens	2) To provide a rich ‘ cultural capital ’	3) To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.		
Organisation of subjects				
Milestone 1 Curriculum Breadth for Nursery and Reception	Milestone 2 Curriculum Breadth for Year 1 and 2	Milestone 3 Curriculum Breadth for Year 3 and 4	Milestone 4 Curriculum Breadth for Year 5 and 6	
Key ‘threshold concepts’ for each subject				
Delivery based on evidence from cognitive science				
1) learning is most effective with spaced repetition .			2) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.	

The EYFS Structure

At Boundary Primary School our EYFS unit consists of a Nursery and 2 Reception Classes (see diagram below).



Boundary Primary School EYFS Curriculum design statement: intent, implementation, impact.

Intent

At Boundary Primary School our school curriculum has been designed based on our four main school curriculum drivers plus one EYFS specific driver;

- 1) Spiritual, Moral, Social and Cultural development- providing a broad and balanced curriculum
- 2) Possibilities- which helps pupils to build aspirations and know available possibilities for their future lives
- 3) Communication- help children become excellent communicators
- 4) Character- which helps our pupils develop the characteristics needed to become successful citizens. Active, responsible members of our school, the locality, our country and the world.
- 5) Physical development (EYFS specific)- developing strength, gross and fine motor skills to contribute to cognitive development and future health and well being

These curriculum drivers have been chosen based on the aims and values of our school and in response to our school context and community.

Boundary School Context

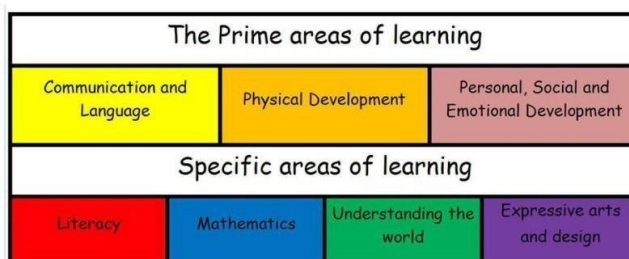
Boundary Primary School is a 2 form entry school with a Nursery. It has approximately 400 pupils on roll. There is a high turnover of pupils throughout each year (NRA & Leavers). Our school is situated on the Grange Park estate in Blackpool, a place of high deprivation and social issues including high unemployment, drug and alcohol abuse. The school has a high proportion of disadvantaged pupils. 75% of our pupils receive Pupil Premium Funding. The latest multiple deprivation report indicates that 85.2% of our pupils live in the bottom 10% most deprived areas nationally. The BBC recently reported that Grange Park was in the 1% most deprived nationally. <https://www.bbc.co.uk/news/av/uk-england-lancashire-51586168/blackpool-teachers-helping-to-tackle-poverty>.

On entry to Reception children are assessed against both the prime and specific areas. Communication and Language is an area which shows a huge cause for concern. On average (taken from the last 3 years) 82% of children enter Reception below age related expectations. Therefore the need for a sharp focus on communication and language is vital to ensure children are able to become successful learners. Many children who start Nursery and Reception also have very poor physical development. Evidence states that poor physical development in young children impacts on readiness for school, behaviour, social development and academic achievement. Therefore ensuring children develop core strength, gross motor and fine motor skills is entwined into our curriculum, both indoors and outdoors.

At Boundary our EYFS team strongly believe that the beginning of our children's educational journey and igniting a love for learning is imperative in ensuring all children develop to the best of their ability. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that the children are going to continually build on as they move through school. It is our intent that all children who enter our EYFS unit develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude towards school and learning. We place a strong emphasis on the spiritual, moral, social and cultural development of all our children ensuring they become well-rounded citizens that achieve high academics. We value the importance of providing the children with a range of valuable experiences, which in turn will allow them to express themselves effectively in the wider world. We believe that all children deserve to be valued as an individual and we are passionate in ensuring all children achieve their full, unique potential.

Implementation

As an Early Years Unit we follow the EYFS Framework, which has 7 main areas of learning.



Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the ‘Characteristics of Effective Learning’. At Boundary we strive to develop these characteristics of ‘Playing and Exploring’, ‘Active Learning’ and ‘Thinking Critically’ in order to give the children the skills to become excellent communicators and independent learners.

At Boundary we use the Chris Quigley Curriculum Companion to deliver the EYFS framework.

In order for children to meet the Early Learning Goals in each curriculum area, the curriculum has been broken down into threshold concepts. These threshold concepts are taught from Nursery 1 through to Reception.

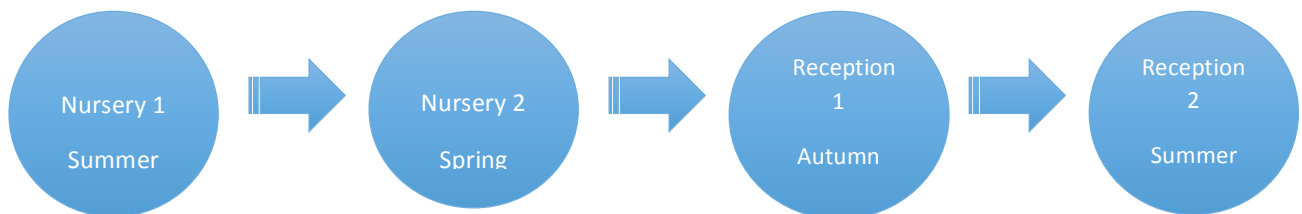
	Subject	Threshold Concepts
Prime areas	Communication and Language	Communication conveys meaning (listening, talking, joining in)
	Physical Development	Strength is fundamental for movement Gross motor skills are fundamental for movement Fine motor skills refine movements
	Personal, social and emotional development	Becoming me Becoming a friend Becoming a citizen
Specific areas	Literacy	Reading is a gateway to learning Writing is fundamental for learning and communication
	Mathematics	Counting, Number sense, Patterns, Number operations, Fingergnosis, Sets, Measurement, Shapes, Spatial relationships, Data
	Understanding the World	History, Geography, Ecology, Design and technology, Science
	Expressive arts and design	Cultural awareness helps us to become confident and express our ideas

Within each threshold concept ‘Big Ideas’ are developed. The ‘Big ideas’ are the key things that children need to know or be able to do in order to meet the Threshold Concepts and therefore, the Early Learning Goals. With the ‘Big ideas’ in mind, a range of different topics and activities are implemented in order to achieve a good level of development but also, ignite a love for learning and encourage children to ask questions and become critical thinkers.

In order to track children’s progression through each area of learning we have progression milestones in place. The progression milestones mark the journey from the start of Nursery to the end of Reception. The prime areas are split up in progression milestone from Nursery to the end of Reception. Children in Nursery 1 (pupils who are not pre-school age) are

expected to focus on achieving the milestones within the prime areas before developing the skills within the specific areas. Developing children communication and language skills, physical skills and emotional needs first will ensure they are ready to learn and achieve within the wider curriculum. Progression Milestones for the Specific Areas are split up from Nursery 2 (pre-school) to the end of Reception.

Progression Milestones in the Prime Areas



Progression Milestones in the Specific Areas



Provision

As an Early Years unit we understand the importance of providing regular and purposeful learning experiences, which enable children to revisit previous learning experiences and apply their knowledge in a variety of different contexts both indoors and outdoors. The teaching of the curriculum is designed to be practical and playful with support and challenge from adults in class teaching sessions, small groups and individuals. Throughout the school day there is a combination of teacher taught sessions as well as a wealth of stimulating continuous provision across all areas of learning. The continuous provision is designed to provide children with repeated opportunities to apply new skills in a range of contexts linked to their interests. For example, if a child has a particular love for learning outdoors we provide stimulating and purposeful learning activities linked to all prime and specific areas outdoors.

Within the Early Years all of the crucial skills, knowledge and vocabulary that we teach, are presented to the children throughout the year which encompasses a range of topics, which a designed with the children's interests in mind. Therefore a vital part of our curriculum design is the transition period before the children enter our classrooms. We get to know the children through stay and play sessions prior to them joining our unit, find out their interests and have focussed discusses with their previous setting and parents and carers. This ensures our curriculum is personal to each cohort of children

In order for our curriculum to be delivered effectively our classroom environments, both indoors and outdoors, are adapted regularly to meet the different and developing needs of all

children. Our learning environments are developed to promote independence within our children and allow them to access the curriculum confidently with the necessary level of support and challenge.

Our environments are language rich providing a range of opportunities for talk, collaborative learning and repetition. All of which are crucial to our children at Boundary. Alongside this is the breadth of reading material and text selection. The following text types are considered when reading with children.

- Non-linear sequences
- Archaic language
- Narratively complex
- Symbolic text
- Resistant text
- Reflecting reality – Ethnicity, LGBTQ+, Gender

Educational visits, visitors and experiences

Within the Early Years a range of different educational visits, visitors and experiences are mapped out over the year to ensure children have a rich cultural capital.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Church Visit/Local Area Walk (R) SMJ Falconry Visit (N/R)	Police Visit (N/R) Woodland Walk (R)	School Crossing Patrol Visit (N/R) Fire Service Visitor (N/R) Woodland Walk (R)	Blackpool Zoo (R) Nurse Visit (N/R) Forest School (N/R)	Woodland Walk (R) Mobile Farm (N/R)	Duckling Eggs (R) Beach Trip (R) Ice-Cream Van Visit (N/R)

Other experiences include whole school enrichment days and classroom activities including baking, outdoor play and exciting topics.

Discrete Elements of Provision

In addition to our medium term planning we also have a range of discrete programmes in place to help the development of key areas of learning

Squiggle whilst You Wiggle

Squiggle Whilst You Wiggle is an Early Writing program, which is used in Nursery (some cases Reception) to develop children physical skills and prepare them for writing. Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music while holding 'flappers' (bits of fabric) while dancing along to the music. The children then transfer these movements to floor level and swap their flappers for writing tools (crayons/pens etc) to make marks, this could be in foam, on paper or in sand. They will then use this action to think of letters they can form that use this shape. These sessions are great fun but most importantly help the child to be confident mark makers.

Little Wandle Letters and Sounds Revised

Little Wandle Letters and Sounds Revised is the systematic synthetic phonics programme (SSP) we use at Boundary Primary School to deliver daily phonics sessions from Nursery to Year 1. It provides a complete teaching programme meeting all the expectations of the National Curriculum preparing our children to become confident and fluent readers.

Foundation for Phonics

Foundation for Phonics is taught in Nursery and sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception. The provision should include a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and Language and Literacy’. These include:

- sharing high-quality stories and poems with children
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language with children

Daily Phonics Session (Reception/Year1)

Phonics is taught daily in both Reception and Year 1. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching, to help children become fluent readers. Children make a strong start in Reception: teaching of Phonics begins in Week 3 of the Autumn term. As a school we follow the Little Wandle Letters and Sounds Revised expectations of progress. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Children are assessed at the end of every half term and their progress is tracked using the Little Wandle Letters and Sounds Revised assessment tracker. Children who need additional practice in specific areas follow our Phonics Keep Up sessions which are delivered by fully trained reading teachers. These sessions match the same structure as class sessions using the same procedures and resources. Each session has a specific focus and is taught in small groups or some cases individually providing lots of repetition to ensure that every child’s learning is secure.

Mastering Number Program NCETM

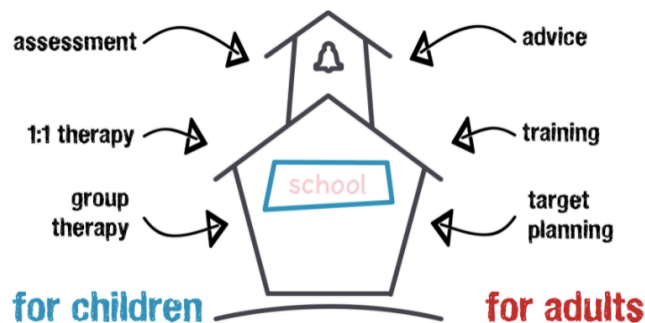
In Reception children participate in the Mastering Number Program developed by the NCETM. This program is delivered to the children four times a week by the class teacher. It aims to secure firm foundations in the development of good number sense for all children in Reception. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. The sessions are based around 3 key principles for developing good number sense in the Early Years. These include;

- 1) Subitising
- 2) Counting, cardinality and ordinality
- 3) Composition of number

The sessions are delivered to the children using songs, games, practical activities using manipulative and discussions. These sessions are then followed up with adult led activities in small groups, aswell as enhancements within the classroom continuous provision.

Speech Bubble

At Boundary Primary school we employ a private speech and language therapist one day a week to support the children with specific speech and language difficulties. The speech and language therapist work in partnership with class teachers, support assistants, school SENCo and Educational Physiologists to provide children with individual speech and language programmes. Initially the teacher makes a referral to Speech Bubble if they have concerns about a child's individual speech and language developments. The speech and language therapist will then assess each child and provide a written report, which include specific speech targets and a set of resources to support children language developments. Teachers and support assistant meet with the language therapists to talk through the interventions needed and provide support and guidance. Individual speech sessions are then delivered by a Level 3 teaching assistant a minimum of three times per week. Children's progress is monitored regularly by class teachers, support assistants and language therapists. Once the programmes have been completed children are then reassessed and new targets set.



WELLCOMM Speech and Language Intervention

WELLCOMM is a Speech and Language Toolkit used for Screening and Intervention in the Early Years. WELLCOMM plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. The WELLCOMM Toolkit is easy to administer and score. The screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.

Red: Consider referral to a specialist service for further advice/assessment

Orange: Extra support and intervention required

Green: No intervention required.

At the beginning of Nursery and Reception or at the point of entry, children complete the WELLCOMM screening. Any children scoring red are referred to additional services including Speech Bubble, Early Years Team or EP involvement. Separate pupil plans are put in place for these children which are reviewed half termly or as part of their APDR cycle. Any children scoring orange are placed in WELLCOMM intervention language groups. These groups are delivered by a trained member of staff on a daily basis or a minimum of three times a week. The WELLCOMM Toolkit is used to deliver these sessions. When the teaching sequence has been delivered to the children they are reassessed in current section.

Assessment

Assessment within the Early Years is crucial in providing personalised learning opportunities for all children. Children are assessed regularly through clear and accurate classroom observations as well as personalised planning documents. Assessment takes place over all seven areas of learning. These assessments enable EYFS practitioners to ensure all learning is embedded and consistent and that all children make good progress regardless of their starting point. Several assessments take place across the school year and these are mapped out in the tables below. These assessments are recorded on O Track to monitor progression throughout the school year.

Nursery 1

January	April	July
Checkpoints 36 months (new children)	Checkpoints (including new children)	Chris Quigley Progression Milestones on O Track
Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	End of Year data to parents

Nursery 2

September	December	April	July
Baseline 36 month Checkpoints	Checkpoints (for applicable children)	Checkpoints (for applicable children)	Checkpoints (for applicable children)
Baseline Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track End of Year data to parents and Reception teachers

Reception

September	December	April	July
DfE RBA	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track
Chris Quigley Progression Milestones on O Track			EYFS profile reported to parents / Local Authority and Y1 staff

Impact

The impact of our curriculum is that by the end of Reception, the vast majority of pupils will achieve a 'Good Level of Development' in all areas of the curriculum despite a low on entry baseline. It also ensures that the children in our care become excellent communicators who develop academically in line with national standards.