

FOREST PARK PREPARATORY SCHOOL

EYFS Curriculum Policy

This policy applies to all pupils in the EYFS



FOREST PARK
PREPARATORY SCHOOL

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Head Teacher: Nick Tucker

Pre-Prep Teacher/ Nursery Manager: Kirsty Read

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1. Introduction

At Forest Park Preparatory School, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to fully develop their academic potential, as well as developing their personal and social values in preparation for adult life. The school follows its own wide-ranging academic curriculum tailored to the needs of its pupils. Whilst the school is not required to follow the National Curriculum, the curriculum has regard for the National Primary Frameworks for Literacy and Mathematics and includes a wide range of learning experiences appropriate for the ages, abilities and needs of the children. The curriculum is further enhanced by a varied range of extra-curricular activities. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's special educational needs and/or disabilities (SEND) or support guidelines.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life. All pupils are expected to acquire skills in speaking and listening, reading, writing, numeracy and information and communication technology (ICT). In the event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised to the support the school can provide. (For further information please see SEN Policy.)

The school provides full time supervised education for pupils between the ages of 2 years-11 years and each level, prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives. (For further information on whole school curriculum policy including EYFS, please see the Curriculum Policy September 2024)

The school's curriculum encompasses the following areas of learning;

Linguistic

This area focuses on developing children's communication skills and increasing their command of language through listening, speaking, reading and writing. At Forest Park Preparatory School, Spanish is taught as an additional language in the EYFS.

Mathematical

This area enables children to make calculations, to recognise and understand relationships and patterns in number and space, to develop their logical thinking and their ability to express themselves clearly. These skills will be acquired in a variety of ways, including practical activities, exploration and discussion.

Scientific

This area focuses on increasing children's knowledge and understanding of nature, materials and forces. Children will develop the skills associated with scientific enquiry by conducting experiments, making observations, hypothesizing and recording their findings.

Technological

These skills include the use of ICT, developing, planning and sharing ideas as well as working with equipment and materials such as during Design Technology.

Human and Social

This area relates to people and their environment, how human action, both now and in the past, influences events and conditions. At Forest Park Preparatory School this area will mainly be covered through the discrete and cross - curricular study of History and Geography.

Aesthetic and Creative

This area focuses on the process of making, composing and inventing. At Forest Park Preparatory School these skills will mainly be acquired through the study of Art, Dance, Drama and Music as well as in the study of and responses to literature.

2. Aims

It is our aim to provide each child with the appropriate skills to fully develop their academic potential, as well as developing their personal and social values in preparation for adult life.

3. Objectives

At Forest Park Preparatory School, we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. We believe that out of school activities are integral in creating a stimulating and motivating learning environment. The curriculum follows a topic overview plan, where planning is based around a main theme, inspired by children's interests. Within each topic, enquiry based learning is planned, which may encompass a special event topic such as a performance, display, short presentations or assembly, depending on the nature of the topic. Outdoor learning is pivotal to our curriculum and is incorporated into each topic.

The objectives of our school curriculum are:

- to provide a broad, balanced and relevant curriculum which encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- to provide a well-planned and regularly monitored curriculum which ensures that learning is continuous and that pupils make good progress.
- to ensure that pupils acquire and develop the key skills of literacy, speaking and listening, and numeracy
- to enable and encourage all pupils to develop their strengths and interests in order to achieve to the best of their ability.
- to actively involve pupils in their own learning in order to ensure challenge and progress and encourage independent learning.
- to promote positive attitudes and interest towards learning so that pupils acquire solid foundations for lifelong learning.
- to provide rich and varied learning experiences, encompassing a range of learning styles.
- to prepare all pupils for the next stage in their learning.
- facilitate pupils' personal, spiritual, moral, social and cultural development.

4. Curriculum Structure

4.1. Early Years Foundation Stage – Reception

The Early Years Foundation Stage (EYFS) at Forest Park Preparatory School applies to all pupils in the Pre-Prep and the Reception class, from 2 years to 5 years. The curriculum for the EYFS underpins all future learning by supporting, fostering, promoting and developing:

- positive attitudes and dispositions towards learning
- self-confidence and self-esteem
- respect for others as well as oneself
- social skills and emotional well-being
- a sense of community
- language for communication and thinking
- reading and writing skills
- problem solving, reasoning and numeracy skills
- understanding of the world
- physical skills
- expressive arts and design

The curriculum in EYFS meets the requirements set out in the revised Statutory Framework for the Early Years Foundation Stage, published on 4th January 2024. Curriculum planning focuses on the Early Learning Goals, which includes seven prime and specific areas of learning and development, also the characteristics of learning:

Prime areas

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Specific areas

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Please open the link where you can view the Statutory framework for the EYFS. This shows the standards for learning, development and care for children from birth to five which is effective from 4th January 2024

(https://assets.publishing.service.gov.uk/media/657aed70095987000d95e0e6/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

The Characteristics of Learning

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking

Each area of learning shows progression through a sequence of Stepping Stones, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Foundation Stage. Children explore the Early Learning Goals through play-based activities, which take the form of adult-focused sessions, adult-initiated sessions or child-initiated activities. Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors.

4.2. Planning

Long term planning:

Long Term plans detail breadths and programmes of study and skills will be covered across the range of subjects.

Medium Term planning:

For each topic, teachers consider outdoor learning opportunities, inquiry led learning and learning objectives and outcomes.

Short term planning:

Short term planning is responsive to continuous formative assessment and emerging interests and lines of enquiry. Discreetly taught subjects, such as PE, Music , ICT and Languages develop medium term and short term plans from specific long term plans.

5. Strategies for assessment, progression and continuity

Planning is responsive to individual pupil progress in the EYFS. Regular formative assessments, based on observations, photographs and examples of work, inform every day planning as well as providing 'learning priorities' for each pupil, ensuring that children move to the next step in their learning. An individual profile is completed throughout the year and observational assessments are matched against the scales on the EYFS profile.

On entry to EYFS, all children are carefully assessed through the Statutory Early Years Profile and careful observation, including Bellevue's baseline assessment for Reception, in order to ascertain stages of development, strengths and needs. Detailed and flexible planning between all teachers in the Foundation Stage ensures the delivery of a wide, varied and effective curriculum to facilitate the progress of all pupils.

At the end of the Foundation Stage, the individual EYFS profiles inform planning in Year 1, in order to support and extend pupils' learning at the start of Key Stage 1. In some cases, there is a need to track forward in the Foundation Stage to the National Curriculum for Key Stage 1 in order to extend pupils who have progressed beyond the requirements of the Early Learning Goals.

All assessment and cohort information is stored electronically on ' Tapestry 'or Pupil Asset software as well as in learning journey's and other hard copy forms.

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