



EYFS Curriculum Statement

Our EYFS curriculum is built on the Development Matters 2020 non-statutory curriculum guidance.

High quality early education is good for all children, and especially important to those from disadvantaged backgrounds. When children from disadvantaged backgrounds start school, they are on average, 4 months behind their peers. It is a priority in our nursery, when low starting points are identified, to narrow this gap and support all our children in becoming secure in their development, particularly in the three prime areas of learning. This is achieved through a balance of sensitive interaction in self-directed play and guided learning through a carefully planned sequenced curriculum.

The development of children's spoken language and social and emotional development underpins all areas of learning and development. Our children are provided with numerous, quality conversations with adults and peers throughout the day in our language rich environments and supported to build strong, warm and supportive relationships.

Through high quality interactions with our children all practitioners:

- Comment on what children are interested in or doing and, echoing back what they say with new vocabulary added.
- Read frequently with children and engage them actively in stories, non-fiction, rhymes and poems
- Nurture children's ideas through conversations, story telling and role play
- Model correct forms of language by recasting not correcting.
- Sustain shared thinking 'I wonder what, I wonder how...'
- Establish routines to develop a sense of responsibility and membership of a community.
- Explain rules and model positive play and co-operation, supporting children to share and manage conflicts
- Discuss mathematical ideas throughout the daily routines and use small numbers to manage the learning environment

Practitioners know and understand which skills need to be nurtured through sensitive interactions and through incidental opportunities in the daily routine and which skills need to be taught more discreetly and then embedded through the continuous provision in our well-planned environment.

A well-planned learning environment, indoors and outdoors is vital to the success of our nursery environment with provision areas carefully planned and resourced to nurture specific aspects of the development matters curriculum