



## CURRICULUM POLICY – EYFS

Version No	Amendments	Issue Date	Issued by
1	First release	2013	
2	Reviewed	2016	
3	Reviewed	2018	
4	Last reviewed	February 2019	
5	Next review	February 2020	

### 1. INTRODUCTION

This policy outlines the key focus of the curriculum from Pre Nursery to Reception and is supported by detailed school plans that incorporate each area of learning. The policy should be viewed in conjunction with the EYFS Personal Development Policy, EYFS Teaching and Learning Policy and the EYFS Assessment and Reporting Policy.

The curriculum refers to all the planned activities that are organised in order to promote learning, personal growth and development. Our aim is to ensure children grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills and achieve their true potential. We value a broad curriculum as a means of fostering creativity, joy of learning and independent learning.

The curriculum is based upon the learning and development standards which are set out in the DfE EYFS Framework (March 2017), and also incorporates a variety of additional enrichment programmes.

### 2. AIMS

#### Academic aims in EYFS

- Provide equality of access and opportunity for all pupils to learn and progress
- Ensure that each pupil is stimulated and is committed to the process of learning
- Identify pupils' strengths, interests and talents, and build upon them by challenging them appropriately
- Give pupils increasing responsibility for their own learning
- Equip all pupils with essential Communication, Literacy and Mathematical skills while also introducing STEAM (Science, Technology, Engineering, Art & Maths) skills
- Provide the opportunity for pupils to learn at least one additional language
- Build pupils' confidence in their own abilities
- Expose pupils to a broad range of experiences
- Teach pupils to think creatively and critically and develop problem-solving skills
- Nurture creativity and expression in all pupils
- Develop pupils' physical skills, educate them in healthy life skills and keeping themselves, and others, safe

#### Other aims



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- Promote social, moral, spiritual and cultural awareness
- Encourage pupils to feel comfortable with their own unique identity
- Teach pupils to protect the environment
- Celebrate different elements of British values and culture

By building strong foundations in the Early Years we aim to prepare all pupils for a successful transition into Key Stage One and beyond.

### 3. ORGANISATION AND PLANNING

The curriculum is planned through a topic based approach throughout the academic year. Themes may vary in length but are organised to support a broad and balanced curriculum that incorporates all areas of learning. Our school plans the curriculum in the following way:

1. A long-term overview for each year group that indicates the themes taught and achieves a balance and breadth covering all areas of the curriculum. This long-term plan is reviewed on an annual basis and shared with specialist teachers.
2. Teaching and Learning plans that detail the objectives and teaching strategies for each topic. There is no set format for Teaching and Learning Plans but they must include the following distinct elements:
  - Relevant curriculum learning objectives for each session or week
  - Assessment opportunities
  - Opportunities for differentiation (including reference to MAT/SEND/EAL where appropriate)
  - Resources and suggested teaching strategies
  - Development and application of relevant skills for all areas of learning

### 4. THE CURRICULUM AND INCLUSION

The curriculum in our school is designed to be accessed by all children who attend the school. Where necessary we adapt the delivery of the curriculum to pupils' needs, in consultation with their parents.

**EAL:** It is common that many pupils have very limited English on entry to EYFS in our school. The development of communication and language is a prime area of learning and every classroom is totally immersed in English. It is expected that pupils make sustained progress in their use and understanding of spoken English and progress in language is continually evaluated. Where progress in English is slow, communication in the home language will be monitored in order to recognise any possible delay. Levels of English will be evaluated as part of the transition to Year One and where additional support is required a referral made to the EAL department on entry into Key Stage One. EAL staff also provide additional direct advice and support where necessary, to ensure the progress of all EAL pupils.

**SEND:** If students have special educational needs or disabilities, the school does all it can to meet their individual needs. In most situations class teachers are able to provide the resources and educational opportunities to meet individual student needs, within normal class organisation and differentiation. If a pupil's needs go beyond what can be offered by class teachers, a referral is made by class teacher to the SEND Coordinator (Student Support). The SEND Coordinator will assess the needs of the student and organise an Individual Action Plan where required in consultation with stakeholders.



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**MAT:** Each school offers a Most Able and Talented Programme with the purpose of challenging students with exceptional potential or abilities. Teachers ensure that work in lessons is sufficiently differentiated to challenge the more able. Students that would benefit from further challenge are referred by the class teacher to the MAT Coordinator. The MAT Coordinator assesses the needs of the student, provides advice and support to the teacher, and organises an Individual Action Plan where required.

## 5. CULTURE AND GEOGRAPHICAL LOCATION

As a British overseas organisation offering education based on British standards and practices, the curriculum incorporates both British and local culture and heritage. The school uses the opportunities provided by its location to teach the curriculum in ways that enrich the delivery of skills and make them more relevant to the learner.

## 6. EXTRA-CURRICULAR VISITS AND SCHOOL VISITORS

In order to enrich the curriculum, it is an expectation that topics are enhanced by experiences provided by extra-curricular visits and inviting visitors into school. These experiences should be linked to the skills taught in class and should be relevant to the current topic being taught.

All year groups should experience at least one field trip each term.

## 7. THE EYFS AREAS OF LEARNING AND CURRICULUM

In addition to the characteristics of effective learning (see the Teaching and Learning Policy), there are seven areas of learning and development that shape our curriculum. All areas of learning and development are important and inter-connected.

Three Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four Specific areas form part of the curriculum through which the three prime areas are strengthened and applied.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### The Prime Areas

**Communication and Language Development:** Pupils experience a rich language environment that develops their confidence and skills in expressing themselves, and to speak and listen in a range of situations. While the classroom is immersed in English, an opportunity to develop one other language is offered by the language department.

**Physical Development:** Pupils are offered multiple opportunities to be active and interactive and to develop their coordination, control, and movement. Both fine and gross motor skills are a focus in the classroom and



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supported by movement lessons offered by the PE department. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional Development:** Pupils are guided to develop a positive sense of themselves and have confidence in their own abilities. They are encouraged to form positive relationships and develop respect for others. Classroom and playground activities are created, including regular circle time, to develop social skills, learn how to manage their feelings and to understand appropriate behaviour in groups.

### The Specific Areas

**Literacy:** Pupils learn to link sounds and letters and to begin to read and write through a structured phonics programme. They enjoy access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics:** Pupils develop and improve their skills in counting, understanding and using numbers, as well as calculating simple addition and subtraction problems. They learn to describe and use shapes, spaces and measures.

**Understanding the World:** Pupils have the opportunity to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design:** Pupils explore and play with a wide range of media and materials, as well as enjoying opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**Pre Nursery and Nursery:** The focus in these initial years is on developing the Prime Areas of learning while ensuring that learning in the specific areas is also planned for.

**Reception:** As pupils mature, their curriculum experience broadens. In the final year of EYFS, learning in the Prime Areas remains a focus, but Literacy and Mathematics gain in importance in preparation for Key Stage One.

### Curriculum Enrichment

**Subject Specialist Lessons:** All EYFS pupils are offered weekly opportunities to develop their Musical, Sports and Language skills through lessons delivered by subject specialists. Access to this expertise supports greater progress in all areas of learning but in particular Communication and Language, Physical Development and Expressive Arts and Design. EYFS and specialist teachers ensure the objectives of the EYFS curriculum are reflected in the teaching and learning within the specialist lessons.

**Enrichment Activities:** All pupils have the opportunity to choose additional activities from a set of options. This is aimed at giving pupils the opportunity to discover new interests and to broaden their educational experience.

**Educational Visits and School Visitors:** All pupils have the opportunity to enjoy curriculum related educational visits and visitors each term.



**Community:** All pupils, with the support of their parents, are encouraged to take part in annual fundraising events that are designed to care for others.

**Annual School Events:** A number of school events are organised throughout the year to both enhance and provide information for parents about the curriculum:

- Year group production
- Class Assembly
- Festive celebrations (e.g. Christmas parties, International Day, Easter Egg hunt)
- Celebrations of the local culture and those represented in the school community
- Story Week supported by a guest author
- An opportunity to display and exhibit work in an Art Exhibition
- Family Fun Day
- Competitive age appropriate Sports Day for all pupils
- Curriculum days, e.g. STEAM/Maths
- Reception Graduation
- Parent Information evenings

### **Guidelines for the School Day**

Curriculum time is organised for maximum impact through a carefully structured day that incorporates sustained blocks of learning and well placed break times.

### **Minimum Curriculum Time**

Year group	Minimum amount of Curriculum Time
Pre Nursery & Nursery (half day)	2 hours 30 minutes per day
Pre Nursery (full day)	
Nursery (full day)	4 hours per day
Reception	5 hours per day

Each day will provide planned opportunities for all seven areas of learning. Mathematics and Literacy is timetabled daily in Nursery and Reception. Lessons led by specialist teachers for PE, Music and Languages take place for a minimum of 80 minutes per week per subject for all full day pupils.

### **Standards of Achievement and Assessment**

We aim to set a standard of achievement for each pupil that matches his or her potential. This is reassessed on an ongoing basis.

**The curriculum should be sufficiently challenging to ensure that all pupils have the opportunity to achieve the Early Learning Goals and are therefore well prepared for a successful entry into Key Stage One.**



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We encourage a positive attitude to the development of learning skills in recognition that they have a very large impact on achievement. Emphasis is placed on effort and attitude and this is assessed and rewarded through our House Point system. The system encourages every pupil to make a consistent and sustained effort on a daily basis.

The EYFS Assessment and Reporting Policy describes in detail how we evaluate and record pupils' achievement.

## **8. MONITORING AND REVIEW OF CURRICULUM**

### **The role of the EYFS Phase Leader**

The key responsibilities of the EYFS phase leader are to:

- Provide a strategic lead and direction for the EYFS team
- Support and advise colleagues on curriculum issues related to the EYFS
- Ensure that curriculum guidelines are effectively communicated
- Monitor planning and delivery of the curriculum to support pupils' progress
- Lead efficient resource management for EYFS
- Monitor the effectiveness and guide the improvement of the curriculum
- Communicate effectively with the Senior Leadership Team

The school ensures that EYFS leaders have sufficient non-contact time, so that they can carry out their duties. It is the responsibility of each EYFS leader to keep up to date with developments in their phase of the school. They review the teaching and learning in the EYFS, and plan for improvement. This improvement planning links to whole-school objectives. Each EYFS leader reviews the curriculum planning for each year group, ensuring that there is appropriate coverage of the areas of learning and sees that progression is planned for.

### **The role of the Whole School Senior Leadership Team**

With respect to the curriculum, the role of the Senior Leadership of the School is to:

- Ensure that pupils experience a broad and balanced curriculum
- Lead self-evaluation of the EYFS curriculum to inform the annual School Development Plan
- Monitor and improve the performance of the EYFS phase leader
- Review the EYFS Curriculum Policy