



Manor Primary School Curriculum Statement

EYFS



Vision Statement for the Early Years Foundation Stage: At Manor Primary School, we believe that the Early Years Foundation Stage plays a vital role in shaping children's future success. We recognise every child as a unique individual and are committed to creating a nurturing community where all children feel a strong sense of belonging. Through engaging, stimulating, and enriching learning environments, we provide memorable experiences that foster creativity, curiosity, and a love of learning. We understand that children thrive when they feel healthy, safe, and secure, when their individual needs are met, and when they build positive relationships with caring adults. By working together as a community, we are dedicated to making people successful, empowering every child to flourish and reach their full potential.

Intent:

At Manor Primary School we:

- Meet the requirements of the EYFS Statutory Framework 2026 which sets out the seven areas of learning and what the children should be able to do by the end of Reception (the early learning goals).
- Use the non-statutory Development Matters Guidance which offers a top-level view of how children develop and learn) to help us design an effective early years curriculum, building on the strengths and meeting the needs of the children we work with.
- Provide a safe and stimulating learning environment that helps children achieve their potential and support those who need additional help in order to ensure they achieve the Early Learning Goals.
- Know the progression of knowledge and skills leading to the Early Learning Goals.
- Broaden their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Widen pupils' knowledge and support the development of key skills across the curriculum so they are ready for the next stage of their education.
- Provide high expectations encouraging the children to develop perseverance and self-belief, so that they can problem solve and achieve.
- Provide children with opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident and are equipped with all the tools they need to transition to their next class
- Provide high quality resources for each topic.
- Ensure that everyone upholds the vision
- Expose all children to high quality vocabulary; supporting their language development and embed high quality literature at the heart of their education.
- Experience and learn about different cultures, celebrations and other events.
- Work in partnership with parents.

Implementation:

In Foundation Stage, pupils will:

- Be taught through a variety of high-quality adult led lessons.
- Be given opportunities to extend learning further by engaging in a range of child-initiated activities.
- Learn how to apply the skills and knowledge they have learnt.
- Be provided with enrichment opportunities.
- Share experiences with parents within the school, e.g. Read with your child, class assemblies, Christmas Production, Family Fridays

In Nursery children receive a 15-minute Pre-Writing or Fine Motor session daily along with a 15-minute daily Phonics session and a 10-minute daily Maths Activity. The children focus on pre-writing patterns and securing their knowledge and skills with these first, before they move on to their name when they are ready. Every half term the children invite their parents in for Family Fridays and they receive homework weekly. The children are also involved in choosing small world set ups for their classroom that incorporate their interests as well as the learning focuses for the week. In Nursery they explore a range of topics on a 2- year cycle through the Talk through Stories planning. The children spend the week immersed in a chosen story to help them recall stories, expand their vocabulary and help with oracy.

In Reception children receive a 15-minute daily Phonics and writing session, which over the year progresses. The children also receive daily Maths's learning and appropriate work. During the Autumn term children focus on their fine motor skills and develop their gross motor skills outside and during their Physical Development lesson. Once a half term, the children invite their parents in for 'Read with your child'. They receive homework weekly, which is set on Tapestry and is linked to the sounds and words that they are learning in class. They also receive a home reader book which they are expected to read every night. The children are involved in choosing small world set ups for their classroom that incorporate their interests as well as the learning focuses for the week. In Reception they explore a range of topics including:

- Marvellous Me
- Day and Night
- Are we nearly there yet?
- Growing and Changing
- Habitats
- Fantasy

All the work that the children complete with adults is documented on Tapestry and in their books where appropriate. Parents are encouraged to comment on their child's learning and also to add in their own observations for learning or enrichment they have had at home.

Assessment

In Foundation Stage the children are assessed using a variety of methods and resources against the Development Matters Framework and is updated on to Sonar. They also complete DfE baseline in September.

In Nursery the children complete a number of assessments including:

- Baseline
- Half Termly Phonics
- Termly Picture Record
- Monthly Pre-Writing Checks
- Half Termly Numbers & Counting
- Half Termly Colour

Impact:

- Baseline Assessment
- Half termly RWI Assessment
- End of unit assessments in White Rose Maths
- Summative assessments are updated on Sonar six times each year.
- End of year assessments (GLD)
- Tapestry Scrutiny
- Learning Walks