Document Control	
Document Title:	EYFS Curriculum
Date of Last Review:	October 2026
Next Review Due:	October 2027
Person Responsible:	Head of EYFS

EYFS CURRICULUM

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Policy Statement

At Banstead Prep School the EYFS curriculum is rich, exciting and engaging. The Early Years Foundation Stage (EYFS) extends from the age of 0 – 5 years, and children are accepted into our Nursery the academic year they turn 3. The EYFS is important in its own right as well as preparing children for later schooling. The Early Years Foundation Stage Statutory Framework sets the standards for learning and development and care for children aged birth to five. At the end of the Foundation Stage children are assessed against the Early Learning Goals which set out what is expected of most children by the end of the EYFS. Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important, and it provides the foundation for children to make the most of their abilities and talents as they grow up. At Banstead Prep we ensure that we provide an indoor and outdoor environment that is stimulating and exciting to young minds, so that every child maximises their potential in order to become an independent learner.

This policy applies to all members of our EYFS school community. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal

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Opportunity Policy document. Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Aims

- to support the learning and development of each child and ensure that all children receive a broad, high-quality education
- to ensure that our EYFS pupils are fully prepared for the challenges of the Pre-Prep and Prep curriculum
- to ensure that all pupils are happy, healthy and safe.

This policy applies to all members of our EYFS school community and should be read in conjunction with the following documents: Assessment, Recording and Reporting; Special Educational Needs/Higher Ability; Safeguarding and welfare, Equal Opportunities; EYFS, PSHCEE; and individual subject curriculum policies.

The curriculum and PSHCEE programme at Banstead Prep School promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum and PSHCEE programme encourage respect for groups protected by the UK 2010 Equality Act. The PSHCEE programme and assemblies provide pupils with social, moral, spiritual and cultural education, as well as valuable opportunities to promote key British values.

Banstead Prep School is fully committed to ensuring that the application of the EYFS Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. Banstead Prep School is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Principles of the Early Years Curriculum

At Banstead Prep School, we believe that:
- the youngest pupils benefit most from a broad, stimulating, challenging curriculum that encourages exploration and discovery through purposeful play and teacher-led lessons
- the curriculum should be designed to develop the whole child
- all pupils in a year group should have equal access to the curriculum
- all pupils including those with SEND (special educational needs or disabilities) or EAL (English as an Additional Language), will have the opportunity to learn and make progress

Banstead Prep School is committed to the EYFS themes and principles which set out the standards for the learning, development and care of children from birth to 5.

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The principles and themes are:-

- A Unique Child. Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships. Children learn to be strong and independent through positive relationships.
- Enabling Environments. Children learn and develop well in enabling environments in which their experiences respond to their individual needs. There is a strong partnership between practitioners, parents and carers.
- Learning and Development. Children learn and develop in different ways. The framework covers the education and care of all children in the Early Years including children with special needs and/or learning difficulties.

The Early Years Curriculum

The curriculum is designed to be broad, balanced and challenging and to allow each pupil to develop their talents fully. Class teachers remain with their forms for much of the time, but specialist teachers take the children for Music and PE each week. This extends to Swimming lessons for the Reception children.

Areas of Learning

The EYFS statutory framework provides a structure for planning and evaluation of the curriculum for children aged 0 to 5 years. The Early Years curriculum is formed of three prime areas of development:

- Communication and language
- Personal, social and emotional development
- Physical development

And four specific areas of development:

- Literacy
- Maths
- Understanding the world
- Expressive arts and designs

Speaking and Listening

Children are encouraged to develop their speaking and listening skills throughout the day. Adults are responsive to infants' early vocalisations and gestures in order to support their language development. Children are encouraged to initiate and sustain conversations with adults and their peers. During these conversations' children develop the confidence

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to speak clearly, listen, ask questions, give explanations and take turns. Adults use songs, finger rhymes and music to develop listening skills.

Literacy

Each classroom has a varied collection of books to inspire children's interest in reading. Adults read stories and rhymes regularly, including those from a range of cultures, nurturing a love of reading through shared enjoyment and discussion. Children are encouraged to ask questions, talk about characters and events, and retell familiar stories and rhymes. Story props support engagement, understanding and vocabulary development, while shared reading helps children recognise that print carries meaning.

Children learn to read words through the Read Write Inc. phonics programme. Nursery and Pre-School children begin phonics when developmentally ready, and Reception children receive regular, structured teaching to develop their reading skills and confidence.

Throughout the EYFS, play provides rich opportunities to develop speaking, listening and early literacy skills. Role play, small-world toys and open-ended natural resources encourage imaginative storytelling, while adults and children create stories and class books together. Assemblies, 'Show and Share ', 'Chatter Bags', "The class Pet" and the school productions provide further opportunities for children to develop confidence in speaking and performing in front of others.

Children are given many opportunities to explore creative activities to develop their mark making and writing skills. Adults help children to understand that print conveys meaning and the conventions of English script. For example, print moves from left to right and top to bottom. Lines of writing are divided into words; words are divided into letters, and each letter has a name and a sound.

Children are taught letter formation at a stage appropriate to their individual development. Activities such as 'Squiggle While You Wiggle' help develop the movement, coordination and control needed for writing. Read Write Inc. letter formation guidance provides a starting point, leading into 'Penpals', the handwriting scheme used throughout Banstead Prep School.

Personal, Social and Emotional

PSED is taught across all areas of the curriculum and is followed up with regular circle times. Children learn to work together, take turns and play co-operatively. They are made aware of the expectations set and rules and boundaries which are in place. Children learn to behave in a way that keeps them and those around them safe. They are taught to be kind and to respect others and their environment.

They are taught about right and wrong and are supported when making choices. They learn to use social skills in different contexts and are taught strategies to help with conflict resolution. There are many opportunities for team building.

There is a strong focus on self-regulation which is key to enabling children to regulate their emotions and thoughts so that they can act in positive ways towards a chosen purpose.

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Children are encouraged to feel confident and proud of their achievements, both in school and beyond. Parents are invited to upload photographs of their child's achievements to Tapestry (Nursery and Pre-School) or Seesaw (Reception), enabling children to share and celebrate these with their class. Assemblies also provide opportunities to recognise and celebrate achievements from school and outside interests. Reception children are encouraged to participate in phase and whole-school assemblies when teachers judge that the cohort is ready. Pre-School children usually begin attending phase and/or Friday assemblies during the second half of the summer term, depending on their readiness.

Independence is expected in work, play and in managing personal needs and behaviour. Parents are encouraged to teach their children to dress and feed themselves. Instruction in personal hygiene is given throughout the day and its importance is emphasised.

Healthy eating is actively encouraged, and children are taught about good table manners and the need to wash their hands before eating or taking part in cooking activities. All food, including snacks are provided and prepared on site by the kitchen staff. Oral health is an important part of development and children are taught about good hygiene practises, including the importance of brushing their teeth twice a day.

Physical Education

All children have PE lessons every week with a specialist teacher. In these lessons they learn many skills which supports their physical development. They have the opportunity to develop their co-ordination and control, as well as learn how to work as part of a team. Reception children have weekly swimming lessons. Children have access to the outdoor area every day and have opportunities to ride tricycles, climbing equipment and large construction resources. This also includes ball games as well as accessible outdoor Maths, Literacy and Reading resources.

Mathematics

Children's numeracy development occurs as they make connections and work with numbers. Children begin to use mathematical concepts to analyse, communicate information and tackle a range of practical tasks and real-life problems. As a school we follow White Rose Maths as a structure, and this extends to EYFS. Numeracy involves developing an awareness of concepts, such as heavier and lighter, and mathematical rules such as addition and subtraction. In Reception, we use Numicon equipment and software to introduce new concepts. Children are taught how to form numbers correctly from a young age and they are introduced to formal recording, particularly of addition and subtraction calculations before moving to Year 1.

Understanding the World

Planning is cross curricular and covers a different topic each half term. Activities are then planned around the topic. Across the term, children will express interests which will be included in the continuous provision of the learning environment based on these interests.

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All children participate in activities and games on the interactive board throughout the year. The children also have supervised access to iPads and teachers will prepare activities for the children on these throughout the year. Children explore programmable toys and robots, developing early coding skills through giving instructions, sequencing commands and solving problems through their own play.

As a school we are aware of the need to monitor the use of digital technology especially for our youngest children in line with government guidance.

Expressive Art and Design

A large variety of creative materials are available for the children to use throughout the EYFS, both indoors and outdoors. Children are also given opportunities to display examples of 2D and 3D pieces through displays in the classroom.

Each class has one half-hour music lesson with a specialist teacher every week. They have the opportunity to explore and learn about a range of instruments and musical techniques and learn a variety of different songs. In the Autumn Term the Reception children learn songs for the Harvest Festival and all Nursery, Pre-school and Reception children learn songs for their Christmas productions. The children get used to performing in front of an audience through concerts and productions.

Children are encouraged to use their imagination and be creative in all areas of the curriculum. The children get opportunities each day to use the outdoor area and all EYFS children experience 'Be Curious' activities including additional Outdoor Learning across the academic year. Outdoor Learning enables us to instil an appreciation of the natural world in children from an early age and embeds the importance of looking after nature and a sense of responsibility to do so. Sessions are intended to give children time to be outdoors and the freedom to be themselves.

The children learn about the community in which they live through assemblies, visiting speakers and lessons focusing on religious festivals. They are encouraged to work together and they are taught the British Values of tolerance, respect and tolerance for all. The Reception children attend at least one trip each term.

Provision for pupils with SEND

The school has regard to the SEND Code of Practice (2015). When planning and teaching, staff consider the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. As a school we understand the starting points of children regardless of their chronological age. The school takes a clear, graduated approach to identifying and responding to special educational needs, with ongoing monitoring and review. Where concerns arise about a child's development or progress, staff work with the Inclusion Team, including the SENCO, to implement an **assess, plan, do, review** cycle, tailoring support to the child's individual needs. Parents are informed when their child receives SEN support and are actively involved in planning and reviewing provision. Where appropriate, advice is

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sought from external specialists and an Education, Health and Care (EHC) needs assessment may be requested.

EAL Support Pupils

Pupils for whom English is not their first language (EAL) are supported by the class teachers and Early Years Practitioners/Learning Assistants in the first instance, and their progress is tracked and monitored. Continual monitoring of EAL pupils takes place.

Child-Initiated Activities

The curriculum allows time for children to make choices and take the lead in their learning. This is referred to as 'Explore & Enhance'. During child-initiated activities, children can consolidate new skills and develop their self-esteem. Staff take an active role during child-initiated play by extending, facilitating, scaffolding and play-partnering.

The Importance of Play

During play, children explore, discover, solve problems and learn to understand the need for rules. Play gives children the opportunity to think creatively alongside others, as well as on their own. They can express their fears in a safe and secure environment whilst having the opportunity to take risks and make mistakes. They will be involved in group and individual play, initiated by adults and children, using a wide range of resources.
Daily routines are adhered to, as far as possible. We provide a routine which is conducive to effective learning. The children find security and a sense of order in this practice of routine, and we aim to lay a solid foundation for a formula that increases their chances of achieving a successful and fulfilled life as an adult. As part of that routine children are enabled to have sustained uninterrupted periods of play so that they can develop their thinking and ideas.

In the EYFS, we build on what children have already learned at home and we lay a solid foundation for their future formal education. The environment that we provide is a secure and a caring educational one, where they acquire grounding in the fundamentals of learning, and ensure that no child is excluded or disadvantaged. This is strongly promoted by developing strong ties with parents and encouraging feedback from both parties.

Planning

The curriculum is planned as follows:

- Long Term Plan - each year we agree a long-term plan outlining the topics we will focus on throughout the year, alongside the children's interests.
- Medium Term Planning (half termly) – includes strengths based on observation, class discussion (child's voice), and children's interests noticed in continuous provision during play.
- Weekly plan - includes both pre-planned and spontaneous experiences. This is a flexible document which can be adapted according to the needs of the children and their expressed interests. Notes and evaluations of teaching and learning are made about individuals and groups of children to help staff plan next steps for children.

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Children in Nursery, Pre-school and Reception classes are provided with a balance between child-initiated play and involvement in adult focused activities. These child-initiated and adult-led activities are reflected in the teacher's planning and take place both inside and outside in the outdoor learning areas, where carefully planned resources are set out daily to support the children's learning and development. Their choices are carefully monitored and, when necessary, they are guided and redirected. This is to ensure that each child is gaining a balance and breadth of learning. Giving children the opportunities to make choices and organise their play at an early age will prepare them for the time in later years when they have to make important decisions. The choices are made from activities that are well planned, purposeful and progressive, providing an appropriate level of interest for all the children in the Nursery, Pre-school and Reception, whatever their needs or abilities.

Observation

Observation in Early Years is ongoing and forms an integral part of assessing children's progress. Staff observe children during child-initiated play, everyday routines and focused activities to understand their achievements, interests and developing skills. These observations inform planning and identify individual learning priorities. Reflections and 'Wow' moments are recorded on Tapestry for Nursery and Pre-School, and Seesaw for Reception.

Assessment and Reporting

All Early Years children have an online Pupil Profile which highlights their individual progress in each of the prime areas of learning, specific areas of learning and Early Learning Goals and achievement. Teacher observations, children's work and photographic evidence are included. This builds the pupils' EYFS Profile from aged 2 through to the end of the final term of the year in which they reach 5.

In Line with government guidelines each child must be assigned a key person. Their role is to help to ensure that every child's care and learning is tailored to meet their individual needs, as well helping the child to feel settled into a new environment.

Assessment is an ongoing process which involves all staff who work with the children. Parents can access and contribute to these Pupil Profiles. Nursery and Pre-school families have access to Tapestry and Reception families have access to SeeSaw.

2-year progress checks are carried out at the end of the term that the child turns 2 or at the end of the first term from when they joined the school.

Children are assessed on entry in Reception (baseline assessment) and continually in a formative manner. Reception aged children are assessed against the EYFS Early Learning Goals in the Summer Term; this data is shared with the parents and the County.

Nursery and Pre-School parents and carers receive a 'Summary and Planning Sheet'

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outlining their child's progress in the Prime Areas of Learning alongside parents' meetings in the autumn, spring and summer terms.

Reception parents and carers receive reports in line with the whole-school reporting schedule, indicating whether their child is on track or not on track in each area of learning. At the end of the summer term, the report includes attainment against the Early Learning Goals. Parents and carers are also offered an opportunity to discuss their child's achievements and progress with the class teacher.

Formal parents' evenings are held twice a year for Reception children; however, parents are encouraged to contact the school at any time if they have any concerns about the progress their child is making. Likewise, BPS staff contact parents if a pupil is not making expected progress.

This document is available to all interested parties on the school's website and on request from the school office. It is reviewed annually by the Senior Leadership Team or as events or legislation change requires. The next scheduled date for review is October 2027

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