



## **Our vision for EYFS at Edna G Olds Academy – EYFS Curriculum Statement**

### **EYFS Vision**

We believe every child is a unique, capable learner who thrives in an environment that nurtures curiosity, independence and deep-level thinking. Guided by the EYFS principles of holistic development, positive relationships and enabling environments, we create rich, authentic spaces that inspire awe, wonder, and purposeful exploration. Children are encouraged to become inquisitive thinkers, confident risk-takers and active participants in their own learning. Our provision reflects and celebrates every child's identity, ensuring a strong sense of belonging, inclusion, and community, including those with SEND and diverse cultural backgrounds. By offering meaningful experiences, real objects and connections to the natural world, we enhance children's cultural capital and support them to leave EYFS as resilient, joyful learners with a secure foundation for future success.

### **EYFS Intent**

At Edna G Olds Academy, our EYFS curriculum is intentionally designed to give every child a positive, meaningful start to school, building the secure foundations they need to become independent, confident, lifelong learners. Rooted in the EYFS principles and informed by the Curiosity Approach, our curriculum nurtures children as capable, unique individuals who learn best through exploration, authentic experiences and environments that spark awe, wonder, and deep thinking.

We tailor our curriculum to the specific starting points, cultural backgrounds and local context of our cohort, ensuring it is inclusive, ambitious and reflective of the community we serve. Our provision prioritises the three prime areas, Communication and Language, Physical Development and Personal, Social and Emotional Development, recognising these as the foundations for all later learning. Through carefully sequenced opportunities across all seven areas of learning, children develop the knowledge, skills and understanding needed for a successful transition into Year 1.

We aim for every child to develop a strong sense of belonging, identity and self-belief, supported by strong relationships and high expectations. Through rich, first-hand experiences, real objects and meaningful encounters with the natural world, children are encouraged to take risks, collaborate, problem-solve and celebrate their own achievements. Our intent is to ensure all children leave EYFS curious, resilient, socially confident and ready for the next stage of their learning journey.

### **Implementation**

In the Early Years at Edna G Olds Academy, our implementation is grounded in the belief that young children learn best through play, exploration and meaningful interactions. We create enabling environments, indoors and outdoors, that reflect children's interests, identities and cultural backgrounds, while offering authentic, open-ended resources. These spaces promote the Characteristics of Effective Learning, playing and exploring, active learning and thinking critically, and encourage children to follow their fascinations, take risks and develop independence.



Our pedagogy carefully integrates child-initiated learning and carefully planned adult-led experiences. Practitioners observe children closely, using ongoing assessment to understand what they know, what they can do, and what they need next. This responsive approach ensures learning is sequenced, challenging and achievable, enabling every child to make strong progress from their starting points.

Teaching is structured through our whole-school **REAL** model:

- **Reflect** – revisiting prior knowledge and connecting learning to what children already know
- **Educate** – introducing new concepts, vocabulary and skills through high-quality modelling
- **Apply** – enabling children to practise, explore and embed learning through purposeful play
- **Learnt** – reviewing and articulating new understanding to strengthen memory and metacognition

This model supports children to become active, reflective learners who understand themselves as thinkers.

Our 12 School Core Values, Self-Awareness, Courage, Personal Responsibility, Motivation, Resilience, Creativity, Respect, Inclusion, Empathy, Tolerance, Altruism and Trust are woven through daily practice. Children are encouraged to express ideas, collaborate, problem-solve, persevere and ask questions that deepen their understanding of the world. Practitioners act as facilitators, engaging in high-quality sustained shared thinking, modelling the language of thinking and introducing rich vocabulary that extends children's conceptual understanding.

Outdoor learning is a significant part of our provision, recognising that many children have limited access to natural spaces. Our outdoor environment provides opportunities for physical challenge, sensory exploration and connection with the natural world, supporting wellbeing, self-regulation and curiosity.

Through this approach, we ensure that every child experiences a curriculum that is ambitious, inclusive, and joyful, enabling them to develop the knowledge, skills, and dispositions needed for a successful transition into Year 1 and beyond.

### **Rationale**

Edna G Olds Academy is a richly diverse inner-city school with a high proportion of EAL learners. Our EYFS curriculum is designed to reflect and celebrate the varied backgrounds, cultures and life experiences of our children. We create environments and learning opportunities that are inclusive, ambitious and rooted in the belief that every child is capable of success.

We offer a broad and balanced curriculum that provides deep, meaningful learning experiences, enabling children to imagine limitless possibilities for their futures. From the moment they join us, we nurture the values that shape our Year 6 leavers.

Cultural capital is enriched through environments and experiences that spark awe, wonder and curiosity. We use real objects, natural and non-plastic resources and carefully curated provocations



to broaden vocabulary, deepen thinking and foster a connection with the natural world. Regular walks in the local community help children develop awareness, belonging and respect for their surroundings.

Our curriculum is flexible and responsive, shaped by ongoing observations and sometimes built in the moment with the children. We celebrate family identity, value children's interests and design learning that builds on what they already know. Recognising that many children have limited access to outdoor spaces, we prioritise outdoor learning as a core element of our provision, supporting physical development, wellbeing and exploration.

### **Impact**

By the end of EYFS, children at Edna G Olds Academy develop a broadened and ambitious vocabulary and the confidence to communicate clearly with others. They demonstrate the ability to collaborate, show consideration and use the characteristics of effective learning to think critically, stay motivated, and explore with curiosity.

Children leave the Early Years as happy, resilient and confident learners, ready to thrive in Key Stage One. They are problem-solvers, risk-takers and independent thinkers who can apply their knowledge in new situations. Through high expectations and a rich, responsive curriculum, the majority of children make expected or better-than-expected progress, ensuring they have the secure foundations needed for future success.