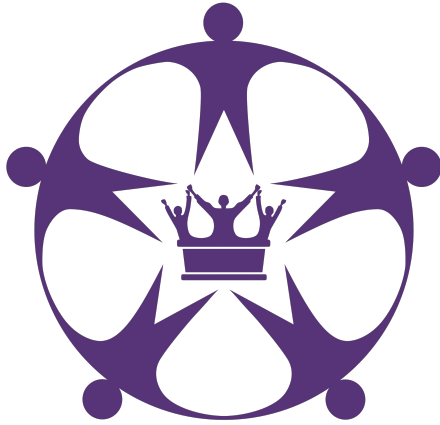
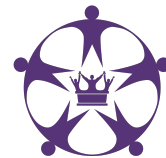




The EYFS Curriculum at Tyndale Community School

Subject Intent



At Tyndale Community School, our Early Years Foundation Stage (EYFS) intent is to provide a high-quality and consistent approach to early education, ensuring that every child makes **good progress** and that no child is left behind. We are committed to offering a **secure foundation** for learning through personalised planning that reflects each child's development, with regular assessments and reviews to guide their next steps.

Key to our approach is **partnership working** between our skilled practitioners and parents/carers, as we believe collaboration is crucial for a child's overall development. We are also dedicated to promoting **equality of opportunity** and **anti-discriminatory practice** to ensure that every child is included, supported, and valued, regardless of their background or abilities.

Our practice is shaped by the four guiding principles of the EYFS framework:

1. **Every child is unique:** We recognise that each child is constantly learning and has the potential to be **resilient, capable, confident, and self-assured**. We celebrate and support their individuality by tailoring our approach to their specific needs and strengths.
2. **Positive relationships:** We know that children learn to be **strong and independent** through secure, nurturing relationships. Our practitioners build trusting connections with each child, fostering a sense of belonging and emotional security.
3. **Enabling environments:** Children thrive in environments where they feel safe and are surrounded by adults who understand their individual interests and needs. Our practitioners provide a stimulating and **supportive environment**, ensuring that children can explore, play, and build their learning over time. The strong partnership between practitioners and parents/carers further enhances this enabling environment.
4. **Learning and development:** We recognise that children **develop and learn at different rates**, and we support their growth through a balanced and well-planned curriculum that covers the seven areas of learning. Our practitioners adapt to the needs of each child, ensuring that every child reaches their full potential while encouraging their natural curiosity and love for learning.

By embedding these principles into our daily practice, we aim to foster an inclusive, nurturing, and stimulating environment where all children feel empowered to grow into confident and capable learners.

Subject Implementation

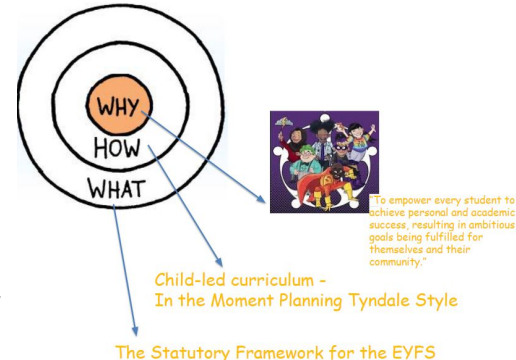


At Tyndale Community School, our Early Years Foundation Stage (EYFS) implementation is rooted in a deep passion for personalised learning. We aim to create an environment where every child can thrive by learning in the way that suits them best. Our approach, known as '**in the moment planning**,' focuses on seizing spontaneous opportunities for growth based on what children are naturally and deeply engaged in.

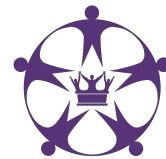
Our skilled practitioners interact purposefully with the children, using these moments to build on their existing knowledge and move their learning forward. The key lies in recognising the **teachable moments**—knowing when to intervene and offer guidance and when to step back and observe, allowing the child's curiosity to flourish. This balance ensures that children make **maximum progress** in a way that feels natural and exciting for them.

We believe every child should feel valued and capable, understanding that they are active learners with an innate curiosity about the world. This belief underpins our entire approach to early years education. Our curriculum is delivered according to the **EYFS framework**, which emphasises the importance of "planned, purposeful play" across the seven key areas of learning and development.

Furthermore, we fully embrace the EYFS guidance that encourages practitioners to respond to each child's emerging needs and interests through warm and positive interactions. We understand that in a single day, we can have **over 1000 interactions** with the children in our care—each one an opportunity to plan their next steps in learning.



Subject Implementation



At Tyndale Community School, we embed *in the moment planning* into all aspects of the Early Years Foundation Stage (EYFS), allowing children to learn through their interests and spontaneous moments of engagement. This personalised approach is grounded in the **Characteristics of Effective Learning**—*playing and exploring, active learning, and creating and thinking critically*. We also use **Helicopter Stories** as an integral part of our curriculum to foster creativity, communication, and social skills.

Prime Areas of Learning

1. Communication and Language

We focus on nurturing communication through everyday interactions and structured activities such as **Helicopter Stories**, where children dictate stories to be acted out by peers. This approach helps children express themselves, learn new vocabulary, and develop confidence in speaking and listening. By capturing these moments in play, we provide tailored opportunities to build their language skills naturally.

2. Personal, Social, and Emotional Development

We support children's emotional and social growth by being present in moments where they are learning to share, navigate friendships, or express their feelings. **Helicopter Stories** plays a key role here, as it encourages empathy and collaboration when children act out each other's stories. Through *in the moment planning*, we guide children in understanding their emotions and building positive relationships, helping them to become resilient and independent learners.

Subject Implementation



3. Physical Development

We observe children as they explore physical activities like climbing, balancing, or using fine motor skills in drawing or constructing. When we see opportunities for challenge, we introduce new ideas that encourage the development of both fine and gross motor skills. This approach ensures physical development happens through active, engaging learning moments.

Specific Areas of Learning

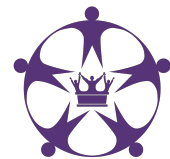
4. Literacy

Through *in the moment planning*, we capitalize on children's spontaneous interest in reading and writing. **Helicopter Stories** is a powerful tool in this area, as it links oral storytelling with written language, encouraging children to see the connection between spoken words and print. We use these moments to support early literacy skills by introducing phonics, encouraging writing, and fostering a love for stories.

5. Mathematics

We take advantage of naturally occurring mathematical moments, such as counting during block play, sorting objects, or recognizing shapes in their environment. By introducing concepts like counting, patterns, and problem-solving in these real-time activities, we help children develop their mathematical thinking while they are actively engaged in play.

Subject Implementation



6. Understanding the World

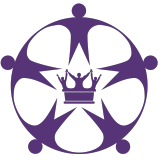
Children are naturally curious about the world, and we build on this by encouraging exploration of their environment—whether it’s through nature, technology, or cultural discussions. When children ask questions or express curiosity, we guide them in discovering more, fostering a deeper understanding of the world through both structured activities and *in the moment* responses.

7. Expressive Arts and Design

We support children’s creativity by offering materials and ideas that extend their artistic and imaginative play. **Helicopter Stories** is a central part of this process, allowing children to express their ideas through narrative and performance. This approach encourages creative thinking, problem-solving, and artistic expression, helping children explore their unique ideas in fun and meaningful ways.

The Prime areas of learning			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific areas of learning			
Literacy	Mathematics	Understanding the world	Expressive arts and design

Subject Implementation



Characteristics of Effective Learning

Across all areas of learning, we promote the **Characteristics of Effective Learning**:

- **Playing and exploring:** Children are encouraged to investigate and experience things in new ways, with practitioners guiding their explorations in real-time.
- **Active learning:** We keep children motivated and engaged by ensuring their learning is hands-on and connected to their current interests.
- **Creating and thinking critically:** Children are supported in developing their critical thinking skills, making decisions, and exploring different ways to solve problems through play and creative activities.

By embedding *in the moment planning*, **Helicopter Stories**, and these effective learning characteristics into both the **prime** and **specific** areas of learning, we ensure every child at Tyndale experiences a rich, engaging, and personalised journey that helps them thrive and grow across all areas of development.



Subject Overview



At Tyndale, while our primary approach is *in the moment planning*, we also incorporate **enquiry-led questions** each term to guide and support adult-led activities and modelling. These questions are thoughtfully designed, yet remain **flexible** to adapt to the children's evolving interests and needs. As we continuously observe and learn more about each child's passions and curiosities, we adjust the focus of these questions to ensure they are relevant and engaging. This flexible approach allows us to blend structured learning with child-led exploration, ensuring that all activities are both meaningful and responsive to the children's development. By combining *in the moment planning* with enquiry-led learning, we foster a rich, balanced environment where children can thrive through both spontaneous discovery and guided inquiry.

Term 1	Term 2			Term 3		Term 4		Term 5		Term 6		
Marvous Me - What Makes Me unique? (Wishes, dreams, hopes)	What is worth celebrating?			Why do animals disappear		Where does our food come from?		What makes a hero?		What do I need for a holiday?		
PSED	CL		UTW	EAD	EAD	CL	UTW	PSED	PD	UTW	CL	PSED
UTW	EAD	PD	PSED	PD	CL	PSED	UTW	PD	EAD	CL	PD	PSED

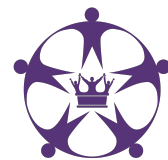
Subject Assessment Framework



At Tyndale, we use our *in the moment planning* approach to continuously gather information about each child's progress throughout the Reception year. As children engage in both spontaneous and planned activities, we observe their learning and development across all areas. This ongoing observation provides us with a wealth of evidence, which we use to assess their progress against the 17 **Early Learning Goals (ELGs)**.

The Statutory Framework for the early years foundation stage			
Prime Areas			
Personal, Social and Emotional development	Communication and Language	Physical development	
- Self-Regulation - Managing Self - Building Relationships	- Listening, Attention and Understanding - Speaking	- Gross Motor Skills - Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
- Comprehension - Word Reading - Writing	- Number - Numerical Patterns	- Past and Present - People, Culture and Communities - The Natural World	- Creating with Materials - Being Imaginative and Expressive
It is important to remember that the Prime and Specific Areas of learning and development are all interconnected and must be driven by effective learning behaviours. These behaviours are known as the Characteristics of Effective learning			
Characteristics of Effective learning			
Playing and Exploring	Motivation	Thinking	
- Finding out and exploring - Playing with what they know - Being willing to 'have a go'	- Being involved and concentrating - Keep trying - Enjoying achieving what they set out to do	- Having their own ideas - Making links - Working with ideas	

Subject Assessment Framework



How Information is Gathered and Judgments Made at Tyndale:

1. **Ongoing Observation and Evidence Collection:** Through daily interactions and observations, we collect real-time evidence of each child's development. Whether during play, social interactions, or adult-led activities, our practitioners capture key moments that show how children are progressing in different areas.
2. **Reflecting and Reviewing:** Throughout the year, we review the evidence gathered, reflecting on each child's achievements and growth. This helps us form a clear picture of their development across the **Prime** and **Specific Areas** of learning.
3. **Making Judgments Against ELGs:** At the end of the Reception year, we assess each child's progress by reviewing the accumulated evidence and making judgments on whether the child is:
 - **Emerging:** Still working towards the ELG.
 - **Expected:** Meeting the ELG.
4. **Using a Range of Evidence:** Our judgments are based on multiple sources of evidence, including observations, discussions, and the child's work, ensuring a comprehensive understanding of their abilities and progress.
5. **Final Assessment and Profile Completion:** After careful reflection on all the evidence, we complete the EYFS Profile, summarising each child's development across the 17 ELGs. This profile is then shared with parents and used to guide the child's transition to Year One.

This process ensures that our assessments are personalised, accurate, and reflective of each child's unique learning journey at Tyndale, grounded in the continuous, real-time insights provided by our *in the moment planning* approach.

How we measure progress



At Tyndale, we measure progress in the EYFS through *in the moment planning*, regular observations, and termly reviews. We use **Development Matters** and the **Birth to Five Matters** non-statutory guidance to support our assessments, ensuring children are developing in line with age-appropriate milestones.

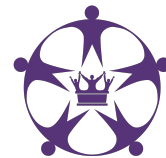
How We Measure Progress:

1. **In the Moment Planning:** Practitioners observe children during play and structured activities, capturing real-time evidence of their development across the seven areas of learning.
2. **Ongoing Observations:** We continuously collect and review evidence to track each child's progress, using it to adapt learning experiences as needed.
3. **Tracking with Guidance:** We use **Development Matters** and **Birth to Five Matters** to guide our understanding of developmental milestones and monitor children's progress toward the **17 Early Learning Goals (ELGs)**.
4. **Termly Reviews:** Each term, we review the progress of each child, identifying strengths and areas where additional support is needed, ensuring they are on track.
5. **Progress Judgments:** At the end of Reception, we assess whether children are **Emerging** or **Expected** against the ELGs.

Our approach ensures that each child's progress is carefully monitored, with flexibility to respond to their individual needs.



Visits and experiences



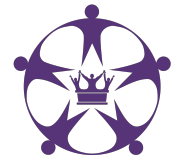
At Tyndale, we enrich our children's learning by offering a wide range of **trips and experiences** that go beyond the classroom. These opportunities are designed to broaden their understanding of the world, deepen their connection to the curriculum, and spark curiosity. We carefully plan these visits and experiences to align with both our topics and the children's interests, ensuring they are meaningful and memorable.

How We Enrich the Curriculum:

- **Curriculum-Linked Trips:** We organise trips to local places such as **Farmer Gow's**, where children can experience farm life first-hand, and the **Natural History Museum**, which brings topics like dinosaurs and natural science to life. These immersive experiences help children make real-world connections to what they are learning in school.
- **Cultural and Creative Experiences:** Every year, we take the children on a trip to the **pantomime**, providing them with an exciting and engaging introduction to live theatre. This fosters their imagination and creativity while exposing them to cultural experiences.
- **Forest School at Marsh Park:** We are fortunate to have **Forest School** sessions at the nearby **Marsh Park**, where children can explore nature, develop practical skills, and learn about the environment through outdoor play and discovery. These sessions are an integral part of building resilience, problem-solving, and a love for the natural world.



Visits and experiences

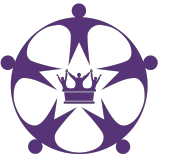


How We Enrich the Curriculum:

- **Community Engagement:** We believe in connecting children to their local community through visits to **Temple Cowley Library**, where they develop a love for reading, and trips to local businesses such as **Pets at Home**, **Aldi**, and **Sainsbury's**. These experiences help children understand everyday life, develop social skills, and see how the community functions.
- **Parental Involvement:** We love involving parents in our learning. Whether it's a parent coming in to share their professional expertise, such as working in the professions we visit, or simply sharing life experiences—**"mummy"** included! These visits add real value to the children's understanding of the world and offer a personal connection to their learning.

These enriching experiences not only support our academic goals but also help children develop personally and socially. Through these trips and engagements, we aim to create a sense of curiosity, confidence, and connection to both the curriculum and the world around them.

Examples of Learning



In EYFS



Examples of Learning

