

EYFS

THE FOXTON CURRICULUM



Foxton
Primary School

2025/26



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Play is the foundation of learning, creativity, self-expression, and constructive problem-solving. It's how children wrestle with life to make it meaningful
– Susan Linn

At Foxtton Primary School, everything begins in Fox Cubs.



Our Vision for the Early Years Foundation Stage

At Foxtton Primary School, we believe the Early Years Foundation Stage (EYFS) lays the essential foundation for lifelong learning, well-being, and development. Rooted in the belief that *every child deserves the best possible start in life*, our EYFS provision promotes independence, resilience, creativity, and curiosity. Our curriculum is play-based, child-centred, and aligned with the Statutory Framework for the EYFS (2021), informed by guidance from Early Excellence and the Education Endowment Foundation (EEF).

Aims of the Policy

This policy aims to ensure that:

- Children access a broad and balanced curriculum addressing social, emotional, physical, and cognitive development.
- Teaching and learning are inclusive, consistent, and responsive, enabling all children to make strong progress.
- There is a shared partnership between staff, parents, and the wider community to support learning inside and outside the classroom.

- Every child is supported through equitable opportunities, with a strong focus on diversity, inclusion, and well-being.

Legislative Framework

This policy is based on the Statutory Framework for the Early Years Foundation Stage (2021). It is enhanced by materials and research from Early Excellence and the EEF Early Years Evidence Store, which stress the importance of child-led learning, executive function, and high-quality adult interaction.

Curriculum Intent

Our curriculum is ambitious, inclusive, and tailored to the unique context of our school community. It is designed to:

- Meet the needs of our children across all seven areas of learning and development.
- Capitalise on our rich natural environment, local culture, and seasonal change.
- Embed communication and language, personal, social and emotional development (PSED), and literacy at its core.

We aim to instil a lifelong love of learning through an environment where play, inquiry, and real-world exploration are central.

Implementation: Continuous Provision and Pedagogy

The Role of Continuous Provision

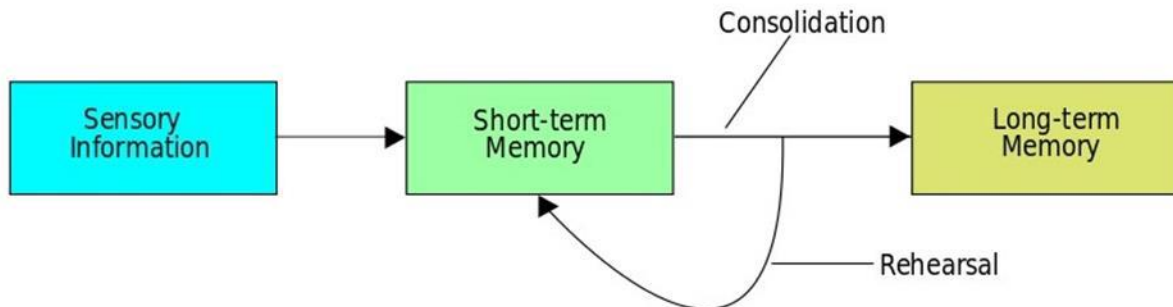
Continuous Provision is the backbone of our EYFS curriculum. It refers to the carefully planned and resourced areas that remain consistently available to children throughout the day. These areas offer opportunities for children to initiate learning, revisit concepts, and embed skills through repetition and play.

Our continuous provision is:

- Purposefully planned to reflect children's interests, developmental needs, and curriculum goals.
- Linked to all areas of learning, both prime and specific.
- Designed with progression in mind, offering challenge, novelty, and deep learning opportunities.

Why Continuous Provision Matters

Research from *Early Excellence, Birth to 5 Matters*, and the EEF highlights how uninterrupted time in well-planned environments allows children to rehearse, embed, and consolidate learning into long-term memory.



Ofsted notes that:

“We can say that things have been learned when they have been remembered.”

Our provision explicitly supports the development of executive function—children learn to:

- Focus and sustain attention.
- Hold and work with information in mind.
- Adapt strategies to achieve a goal.

Key Benefits of our Continuous Provision:

1. Child-Led Exploration: Autonomy supports self-regulation, problem-solving, and creativity.
2. Language and Communication: Language-rich zones enable sustained shared thinking and vocabulary growth.
3. Embedded, Real Learning: Learning becomes meaningful as children integrate concepts through hands-on experience, repetition, and reflection.
4. Development of Executive Function and Self-Regulation: Through play, children develop impulse control, goal-directed behaviour, and cognitive flexibility.
5. Inclusive Access to Curriculum: Continuous provision ensures every child can engage in high-quality, differentiated learning.

Planning for Continuous Provision

We ask ourselves:

- What are the learning opportunities in each area?
- How are resources selected and presented?
- What is the role of the adult in that space?
- What language, questioning, and interaction will promote depth of learning?

We use planning formats influenced by Early Excellence, Ed Shed, and EEF, clearly mapping intended learning outcomes and vocabulary for each zone.

Curriculum Structure

Prime Areas

- **Communication and Language:** Immersive experiences and responsive interactions develop vocabulary and comprehension.
- **Personal, Social, and Emotional Development:** A secure environment supports emotional literacy, relationships, and self-regulation.
- **Physical Development:** Outdoor learning fosters gross motor skills; fine motor is developed through planned activities and play.

Specific Areas

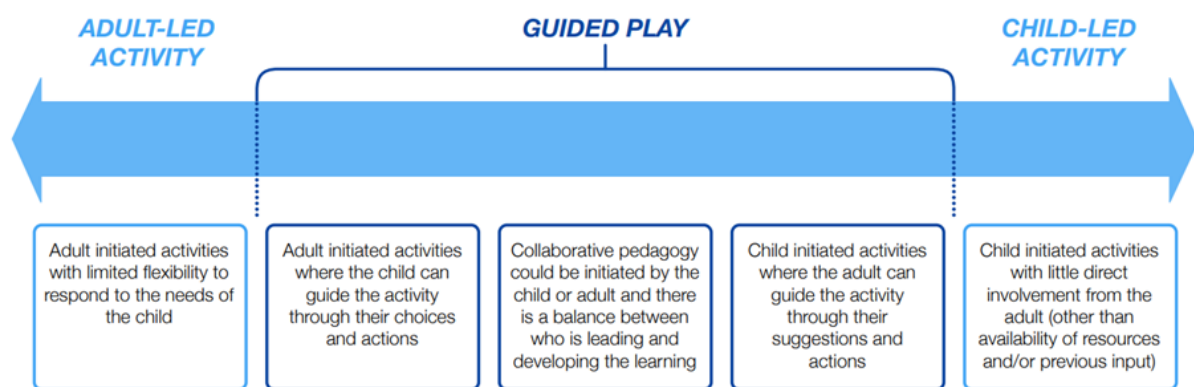
- **Literacy and Phonics:** We use Read Write Inc., prioritising early reading from day one.
- **Mathematics:** Using White Rose Maths, children explore number, pattern, and shape in meaningful contexts.
- **Understanding the World & Expressive Arts:** Children investigate the world through nature-based play, seasonal changes, and cultural diversity. Our environment acts as the “third teacher”.

Teaching and Learning Approach

In line with Development Matters (2021), we promote the three characteristics of effective learning:

- Playing and Exploring: Active, curious learners engage with the world.
- Active Learning: Motivation and perseverance are nurtured.
- Creating and Thinking Critically: Children develop problem-solving strategies and independence.

A balance of adult-guided instruction and child-initiated exploration ensures that learning is both structured and meaningful.



Assessment and Progress Monitoring

Assessment is embedded in daily practice, including:

- Observational assessments.
- The statutory baseline on entry.
- Regular teacher-led assessments.
- Pupil Progress Meetings to track and challenge development.

All children are supported to achieve a Good Level of Development (GLD) by the end of Reception.

Inclusion and Equity

We adopt an equity-focused approach: not all children need the same thing, but every child gets what they need to thrive. Children with SEND or additional needs receive personalised support, with close collaboration between parents and external agencies.

The Learning Environment

Following our 2023 Good Ofsted judgment, we audited our learning environment to ensure it fosters:

- Creativity, autonomy, and curiosity.
- Spaces for reflection, collaboration, and imaginative play.
- Sensory richness, with attention to light, sound, and aesthetics.
- Outdoor learning, which supports physical, cognitive, and emotional development—research confirms that children often learn more effectively outdoors.

Partnership with Parents

Parents are partners in learning. We offer:

- Ongoing communication.
- Stay-and-play sessions as part of transition.
- Workshops and curriculum meetings.
- Opportunities to contribute to learning journeys and assessments.

Safeguarding and Welfare

We provide a safe, nurturing environment where:

- Children learn to take appropriate risks.
- Emotional well-being is prioritised.
- Boundaries are clear and developmentally appropriate.

Safeguarding procedures follow the school's overarching policies and statutory guidance.

Monitoring and Review

This policy will be reviewed biennially by the EYFS Lead and the Governing Body, ensuring it reflects the most current research, statutory updates, and best practice guidance.

Next review: June 2027

Appendix 1

Extract from our EYFS Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC & GENERAL THEMES	MARVELLOUS ME! Starting school/my new class/new beginnings My family How have I changed? Human body What am I good at? How do I make others feel? Being kind/staying safe	IN THE DEEP DARK FOREST Tales set in woods/forests Traditional tales Little Red Hen-harvest Halloween Christmas	FARAWAY LANDS Atlas/world maps Continents and seas. Different cultures and traditions Focus on Polar Regions (other continents covered in depth in other classes)	IMAGINARY WORLDS/ FANTASY Fairies, unicorns, aliens, monsters	MAD ABOUT MINIBEASTS/ PLANTS. Order caterpillars from Insect Lore and watch the life cycle process.	JOURNEYS / TRANSPORT/ PIRATES Vehicles for road, track, sea, air. Emergency services.
SPECIAL DAYS/VISITS	School environment. Harvest	Halloween Theatre Trip- The Gruffalo Christmas/Nativity	New Walk Museum - see animals from different continents.		Queen's Platinum Jubilee (in half term).	Pirate Day - dress up and play games activities with pirate theme.
Religious Festival Dates & Notable Dates		Diwali - 25.10 Halloween - 31.10 Remembrance Sunday - 13.11(11.11).	Chinese New Year- Tiger - 1.02	Shrove Tuesday - 1.03 Mothering Sunday- 27.03 Easter		Father's Day - 19.06
KEY TEXTS	Grandpa Bodley and the Photographs (History link) Owl babies Once there were giants Titch It's OK to be different NF-My five sense Funnybones	We're going on a bear hunt Goldilocks Little Red Riding Hood The Gruffalo Stick Man The Nativity	Chapter book- The penguin who wanted to find out. Lost and Found- Oliver Jeffers	Aliens love underpants The Visitors Whatever Next Junk DNA Where the Wild Things Are. The Singing Mermaid/Zog / The Smogs and the Smogs	The very hungry caterpillar. The bad- tempered ladybird. What the ladybird heard. Superworm Oliver's Vegetables/fruit salad. Jasper's Beanstalk. Supertato	Various Pirate stories. The Train Ride- June Crebbin. Poem- 'From a railway carriage'.

Construction Area

Intended Experiences

- I can make decisions about the resources I need.*
- I can work on my own or with a friend.*
- I can plan what to do next and communicate this.*
- I can express my thoughts and ideas to others through talking.*
- I can co-operate with peers and share resources.*
- I can fix and join equipment to make real and imagined buildings, vehicles and structures.*
- I can follow pre-made designs and instructions.*
- I can use a range of vocabulary to describe my designs and ideas.*

Role of the Adult

- Model how to join and fix use/draw instructions.*
- Model thinking aloud and commenting such as "I've not thought about that before".*
- "You've really made me think about about..."*
- How might I...".*

Key Vocabulary

- Introduce and use mathematical, scientific and geographical language for:*
- shape, size and position*
- forces*
- buildings and structures.*

Continuous Provision Planning for: Construction Area

Key Learning Opportunities			
Personal, Social and Emotional Development To speak confidently in a familiar group. To choose the resources they need for their chosen activity. To work as part of a group and understand how to follow the rules. To play co-operatively, taking turns with others. To take account of one another's ideas about how to organise the activity.		Communication and Language To give attention to what others say and respond appropriately. To demonstrate understanding when talking with others. To develop narratives and explanations by connecting ideas and events.	
		Physical Development To show good control and co-ordination in small movements.	
Literacy To use a growing vocabulary to describe their buildings, structures and models. To communicate ideas through drawing and writing signs and labels, instructions and diagrams.	Maths To explore properties of shapes, both 2D and to 3D. To compare shapes in a variety of ways-length, shape, properties and to recognise similarities. To recognise, create and describe patterns. To use everyday language to talk about size, position and distance. To compare quantities and lengths.	Understanding the World To experiment with different outcomes exploring the consequences of cause and effect. To explore materials, how they fix and move. To explore movement and force. To investigate, predict, test and solve problems.	Expressive Arts and Design To represent their own ideas using symbolic representation. To use their imagination, along with own experiences to create models. To observe, think, communicate, talk and express ideas. To plan, carry out and modify an idea.
Resources	Organisation	Intended Experiences	Role of the Adult
<p>Some resources are transient from other classroom areas.</p> <ul style="list-style-type: none"> -a variety of construction kits, including Mabilo, Duplo, K-Nex, farm building kits, Architect set, marble run. -kits that offer a range of fixers (Mabilo, k-ox, Poly M etc). -kits that offer a range of wheels (Mabilo, Duplo, Poly M). -kits with pre-built people and vehicles. -a selection of books/photos to support building and story ideas. -a range of building equipment such as spirit levels, measuring tapes, rulers. <p>Enhancements: kits may be limited as children learn how to use and tidy them away and will be added to throughout the year. Additional kits linked to topic work can be added such as Magnetic kit.</p>	<ul style="list-style-type: none"> -distinct area. -large carpet space to build on -trolley unit to display/store resources, clearly labelled with photos. -boxes to store paper, clipboards, card etc. -boxes for displaying a range of books. -a space for children to display their part-finished and finished models. 	<ul style="list-style-type: none"> -Making decisions about the resources they need. -planning and communicating their ideas. -adapting and modifying ideas, using trial and error. -reflecting on the process and outcome of their ideas. -expressing their thoughts and ideas to others. -co-operating with peers and sharing resources. -fixing and joining equipment to make real and imagined buildings, vehicles and structures. - -inventing their own designs and drawing out instructions for others. -drawing and/or labelling their designs and/or creating maps of their buildings and structures. -finding ways to record ideas. -experimenting with and using a range of vocabulary to describe their designs and ideas. -using mathematical, descriptive, scientific and geographical language to describe their buildings and structures. 	<p>Play alongside</p> <ul style="list-style-type: none"> -Observe children and take note of their interests. -respond to their requests and ideas. -consider additional stimulus and add this immediately if to hand or the following day/week. -play alongside children to show how to play imaginatively. -play alongside, or in <u>small-organised</u> groups to show how to use the resources appropriately. <p>Role model / direct teach</p> <ul style="list-style-type: none"> -Model how to join and fix and use/draw instructions. -model thinking aloud and commenting such as "I've not thought about that before". "You've really made me think about about...How might I...". -model and manage behaviours, self-regulation and the characteristics of effective learning. <p>Raise questions to stimulate ideas and add challenge</p> <ul style="list-style-type: none"> -what do you notice about...? -I wonder how...? -what could you use instead? <p>Use appropriate language linked to key learning</p> <ul style="list-style-type: none"> -mathematical language linked to shape, size and position. -scientific language linked to force. -descriptive language linked to buildings/structures.



Exploring joining in different ways to make different shaped vehicles with Mobilo.



Working together, expressing thoughts and ideas with others. Adapting and modifying ideas using trial and error.



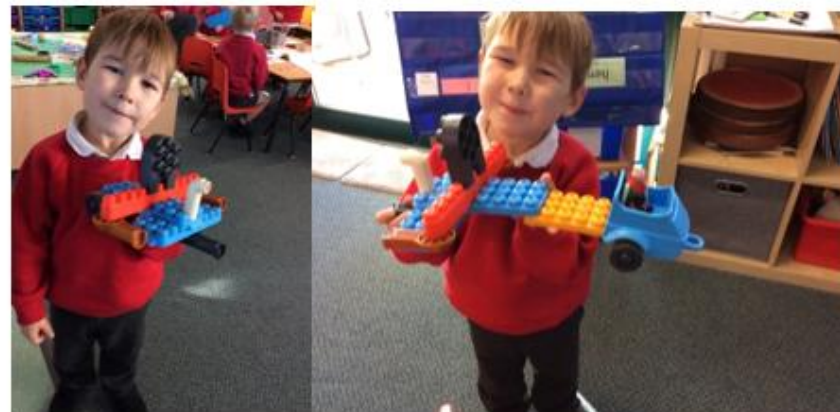
Using Multi link to build a model, exploring forces to make it balance. Exploring symmetry.



Constructing with a clear purpose- to build a town. Using positional language to describe where pieces will go.



Re-visiting the same construction kit time and time again to build imagined vehicles and explore new ways of joining.



Using Poly M to build a vehicle and rethinking the original plan to make improvements/adjust the initial intention. Using trial and error when designing a model.



Using mathematical language to describe buildings- tallest/taller than...




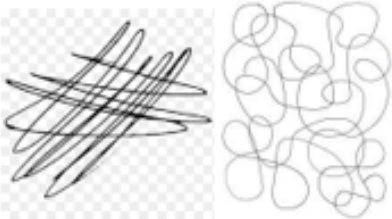









Appendix 3

Extract from our EYFS Assessment Checkpoint document

Physical Development				
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.				
	Baseline	Autumn	Spring	End of Reception- ELG
Gross Motor Skills	<ul style="list-style-type: none"> Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> Move in a variety of ways, including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Begin to show some control when rolling, hitting, throwing, catching and kicking a large ball. Develop overall body strength, co-ordination, balance and agility to engage successfully in PE sessions. Move with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Follow the direction of adults to safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> Can change and speed and direction when moving in a variety of ways. Knows how to keep themselves and others safe when climbing and balancing on equipment, including recognising their own capabilities and how to jump and land safely. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (of varying size), including rolling, hitting, throwing, catching and kicking. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and <u>others</u>. Demonstrate strength, balance and coordination when <u>playing</u>. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Holds a pencil in a comfortable grip to form recognisable letters, some of which are correctly formed. Holds scissors with a correct grip in their dominant hand to make snips in paper. Holds cutlery in the correct hands and makes attempts to cut food with a knife. 	<ul style="list-style-type: none"> Holds a pencil effectively in a tripod grip to form recognisable letters, many of which are correctly formed and beginning to be well positioned on a line. Shows some control when cutting with scissors. Holds cutlery in the correct hands and can use a knife to cut softer foods with increasing control. Holds a paintbrush in a comfortable and effective grip for painting. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all <u>cases</u>. Use a range of small tools, including scissors, paint brushes and <u>cutlery</u>. Begin to show accuracy and care when drawing.

Appendix 4

Extract from our EYFS Continuous Provision Progression document

Progression in Drawing			
<p>Strengthen upper body- crawl, climb, wheelbarrow, race, wash windows, fly kites, Simon says, action songs.</p>  	<p>Messy play- strengthen arms with both hands moving and squeezing.</p> 	<p>Scribbles made with lines, then lines and enclosed spaces.</p> 	<p>Finger isolation activities- finger painting, finger action songs Pincer grip activities- peg boards, geoboards, threading.</p> 
<p>Marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles.</p>  	<p>Oversimplified representation of a person.</p> 	<p>Simple representation of a person with a head, body, arms, and legs showing a range of emotions eg happy/ sad.</p> 	<p>Begin to look closely at objects, animals and people and add key features to their drawing.</p> 
<p>Marks including more complex pre-writing shapes- crosses, <u>zig-zags</u>, rectangles, squares and triangles.</p> 	<p>Simple pictures of familiar objects using shapes beginning to choose colours for the purpose.</p> 	<p>More detailed representation of a person.</p> 	<p>Selects colours for a purpose and use appropriate patterns when creating observational drawings of simple objects, animals and people.</p> 