

**Intent**

At Ladybirds we believe that children are naturally curious and capable learners. Our EYFS curriculum is designed to nurture, challenge and inspire, ensuring that every child develops: a love for learning, confidence and independence.

Our play based and child centered approach encourage children to follow their interests and curiosity, supported by skilled practitioners who guide and extend learning within a rich enabling environment. Through a balance of guided, planned teaching and child led exploration, children develop the knowledge, skills and understanding needed to make sense of the physical world, their community and themselves.

Four overarching principles will shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the Preschool and parents.

**Implementation**

Our curriculum is based on the Early Years Foundation Stage (EYFS) statutory framework for children aged 0-5. The framework is divided into the following areas of learning and their associated Early Learning Goals (ELGs):

Prime Areas – These essential skills and knowledge are the main focus for the youngest of our children. They support the readiness and ability to learn in the specific areas.	Specific Areas – As children mature and develop, a greater focus is placed upon these essential skills and knowledge.
<b>Communication and Language</b> <ul style="list-style-type: none"><li>• Listening, Attention and Understanding</li><li>• Speaking</li></ul> <b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"><li>• Self-Regulation</li><li>• Managing Self</li><li>• Building Relationships</li></ul> <b>Physical Development</b> <ul style="list-style-type: none"><li>• Gross Motor Skills</li><li>• Fine Motor Skills</li></ul>	<b>Literacy</b> <ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul> Mathematics <ul style="list-style-type: none"><li>• Numbers</li><li>• Numerical Patterns</li></ul> <b>Understanding of the world</b> <ul style="list-style-type: none"><li>• Past and Present</li><li>• People, Culture and Communities</li><li>• The Natural World</li></ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"><li>• Creating with Materials</li><li>• Being Imaginative and Expressive</li></ul>

This EYFS framework forms the vision and goals we have for your children on leaving Ladybirds. During their time with us we are working towards children ‘becoming ‘individuals with the following 12 skills.

<p>To become a <b>Confident Communicator</b></p> <p>Who can listen to a story, Who can talk to children and adults. Can tell you what they can see and what is happening or happened. Can ask questions and talk about how they feel.</p>	<p>To become an <b>Independent Individual</b></p> <p>Is willing to persevere at a new skills or a task that is tricky. Can choose what they want to play with from available resources. Can talk about how they are feeling. Can manage their own care needs</p>	<p>To become a <b>Fantastic Friend</b></p> <p>Who can show kindness through. : taking and waiting their turn. :showing concern for others :Can play as part of a group. : respects others personal space. : can praise others efforts.</p>	<p>To become an <b>Amazing Athlete</b></p> <p>Who is willing to have a go and take on physical challenges. To run freely outside: on the flat, uphill and downhill. Can hold a fixed position. Can balance on beams. Can throw and kick a ball. To be able to push or pedal a ride on. To know that exercise and movement is good for our body and health.</p>	<p>To become an <b>Exceptional Explorer</b></p> <p>Who can show curiosity about their immediate environment and talk about its features. Can talk about far away and where that might be in their and others experience. Know about different weathers and season's .Know about different climates and environments where animals and people live. Can talk about time in terms of past, current and future tense.</p>	<p>To become a <b>Proud Performer</b></p> <p>Who can as part of a group or individually show their artistic preference through instruments, movement, singing, rhymes or spoken words.</p>
<p>EYFS Communication and Language. Personal Social Emotional</p>	<p>EYFS Personal Social Emotional Development Physical Development</p>	<p>EYFS Personal Social Emotional Development</p>	<p>EYFS Physical Development</p>	<p>EYFS Understanding the World</p>	<p>EYFS Expressive art and design</p>
<p>To become a <b>Talented Tool User</b></p> <p>Who can hold writing tools and make marks which become over time recognisable. Effectively use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a <b>Brilliant Bookworm</b></p> <p>Who can show an enjoyment of books. Picking them up, turning the pages and talking about what they see. Knowing that the pictures have meaning and the words are what we are reading. . Can use the words they learn from stories in their play and transfer this to their talk.</p>	<p>To become a <b>Willing Writer</b></p> <p>Who willingly makes marks and then knows that the marks we make have meaning and names from, paint blobs, dots and lines to words. Who knows that making marks is a way of recording and making meaning.</p>	<p>To become a <b>Master of Maths</b></p> <p>Who can show a knowledge and understanding numbers and numerals to 10. Is beginning to subitise, talk about quantities through less and more. Who can talk about and name regular 1d shapes and their features.</p>	<p>To become a <b>Compassionate Citizen</b></p> <p>Who can help to look after objects and take care of them . Who can keep their environment tidy. Who knows how we can save energy and where to dispose waste. To acknowledge other families differences and similarities.</p>	<p>To become a <b>Dynamic Designer</b></p> <p>Who can select resources to construct, Model and create with a wide range of resources. Who can talk about what they want to do and what it is they are looking to achieve.</p>
<p>EYFS Physical Development</p>	<p>EYFS Literacy</p>	<p>EYFS Literacy Expressive art and design</p>	<p>EYFS Maths</p>	<p>EYFS Understanding the World</p>	<p>EYFS Expressive art and design.</p>

The EYFS curriculum is delivered through a balance of structured teaching and free exploration, ensuring children are active, engaged and motivated

Characteristics of Effective Teaching and Learning underpin the EYFS curriculum and are promoted by practitioners Ladybirds so that children are able to access the rich learning experiences we provide.

These are:

- Playing and exploring – children investigate and experience things, and ‘have a go’.
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Organisation

At Ladybirds, skills and knowledge are taught through topic themed cross curricular learning. Themes are on a two-year cycle and are reviewed to ensure that they meet the needs of the current cohort. The topics support curriculum learning and provides children with a foundation of knowledge to take them onwards in their primary education.

At the start of each half term parents are advised of the learning intention for the children as a whole and individually. Each week we advise parents of the key learning and activities that are planned for the week via Tapestry.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me  Colour Monsters	Time to rhyme trad tales & Julia Donaldson . Pantasaurus	Art and artists. Historic and Contemporary.	Life cycles	Under the sea	We're all going on a summer holiday./ break.
Lines of Enquiry	Who am I – Physical identity, difference and similarity.	What is happening to the trees and weather	What can you create/make.	How do we change over time. How do animals & plants change.	What's in the deep or shallows - warm seas, cold seas.	What does holiday mean . What can we do if we are not at preschool/school.
Celebrations and events	Halloween Stay play and learn	Bonfire night Remembrance day Children in need Christmas	New Year Chinese New Year Shrove Tuesday Stay play and learn	Easter Mother's day	Stay play and learn.	Father's Day Sports day Leavers event Transition to school events

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Farming and harvest foods	Contemporary stories and rhymes	Winter night and day	Jungle and pattern	TBA	Transitions. People who help us.
Lines of Enquiry	What do farmers do? What happens to the harvest/foods	What story can you tell me. What is a story.	What happens outside at night? Why is it darker? Planets and moon	Who lives in the jungle? Stripes spots and camouflage.		What are you good at – what job could you do?
Celebrations and events	Halloween  Stay play and learn	Bonfire night Remembrance day Children in need Christmas	New Year Chinese New Year Shrove Tuesday Stay play and learn	Easter Mother's day	Stay play and learn.	Father's Day Sports day Leavers event Transition to school events

### Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated (continuous provision) activities. Children's choices are carefully monitored to ensure a balanced programme. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The continuous provision is monitored by staff and more challenges built in as children develop, and as their development allows.

We are currently following specific programmes to support all children in their learning and development:

- Trickbox through a dog called Doodle is a programme which helps to develop 'happy life habits' of calm, confidence, creativity and communication.
- Wellcomm is universal language screening toolkit – with activities to support children language and understanding.
- Supersonic Phonics ( along with Letters and sounds) – activities that promote early phonic learning.
- Healthy Movers – A Youth Sport Trust program that is designed to enhance physical literacy and overall development in young children, supporting their health and wellbeing from ages two to five
- Incredible beginnings – A teaching model for supporting children and families. Not just behaviour management, but how to get the best out of every child.

### Learning Environment

Ladybird's classroom is organised to allow children to explore and learn securely and safely. There are defined areas where the children can

Be active, quiet or creative; children are able to find and locate equipment and resources independently.

The inside area includes

- A role play area with clothing, accessories and props
- A creative arts area with paints, tools, paper, pencils etc.

- A sofa and library
- A puzzle corner
- A construction and small world area.

The outdoor area includes:

- Hard playground for wheeled toys and / or large construction (loose parts)
- A book nook.
- Mud kitchen
- Gravel digging area.
- Tough spot trays for wet and messy play.
- Easels and painting sheet.
- Trampoline / slide

During the majority of the day children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning.

#### The Preschool day

There is routine and predictability to your child's day with us. The day is broken up into lots of segments of free play and adult directed play and routines dependant on the child's age . As a guide the day generally looks like the timetable below/over

Morning	8.55 – 9.30	9.20 – 9.30	9.35 – 9.45	9.45 – 10.10	10.10 – 10.30	10.30 – 10.50	10.50 – 11.10	11.10 – 11.40	11.40 – 11.45	11.45 – 12.
Older children	Settling in and free play	phonics	Morning meeting Includes counting, and Doodle	Snack time	Free play	Hall time / movement and PE	Phonics follow up and free play	Free play and Individual learning	Tidy up time	Whole group story and rhymes. Depart for those going home
Younger children		Free play	Language and PSED activity				Nappy change Story and language activity			
Afternoon	12.05 – 12.45	12.45 – 1.10	1.10 – 1.45	1.45 – 2.15	2.15 – 2.40	2.40 – 2.55	2.55 – 3.15	3.15 – 3.20	3.20 – 3.30	3.30
Older children	Lunch time	Outside play 1pm home time	Rest time. Can Include laying down and listening to audio book, drawing or similar.	Field time	Set activity Different every day	Snack time	Playdough and puzzles activity	Tidy up time	Readiness for home and end of day review and song	Home and handover to parents.
Younger children					Set activity Different every day					
					Followed by nappy change					

### Impact

We want every child to progress and ongoing assessment is an integral part of the learning and development processes. Staff observes pupils and uses their professional judgement to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. Assessments enable staff to identify progress and areas where more support is required.

When a child starts pre-school, we will ask their parent to complete an ‘All about me’ document. This enables staff to get to know the likes and dislikes and usual routine of the child. Within the first 6 weeks (or half term) that a child starts in Ladybirds staff will make an assessment of where the child is against key statements from the Early Years Foundation stage. This will include language screening though the use of the Wellcomm toolkit. Dependant on the child’s age this may form part of the 2 year old check which is forwarded onto the child’s health visitor.

### Working in partnership with parents and carers

We recognise that children learn and develop well when there is a strong partnership between school and home, as parents and carers have the biggest impact on their children’s success. Support from home is invaluable and makes a huge difference to the progress a child makes. Parents are kept informed of all happenings at Ladybirds by regular newsletters, emails, stay and play events and whole school functions throughout the year.

Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate. Parents and carers of all children at Ladybirds are kept up to date with what their child has been doing. Parents are advised about the progress their child has made in their specific learning intent in their All About Me book. Tapestry is used to provide an in the moment snapshot of what the child has engaged with each week. As well as advise of the key learning intent. Parents and carers are encouraged to access this from home and can comment on photos; they can also share their own photos from home with their child’s key worker or teacher.

**Transition to reception class.**

We are on the school site and make the most of any opportunity to join in with school events and use the school grounds and facilities. This although not planned provides a knowledge of the school environment which supports effective transition.

Before children move into reception class, a planned series of transition takes place:

In the Autumn Term parents are given a school readiness questionnaire which helps staff to address areas of concern. Parents are advised of school open mornings.

Meetings can take place at any time to address any concerns. Staff may liaise with school to hold these jointly.

At the start of the summer term onwards there are planned visits from the reception class staff into Ladybirds.

At the start of the summer term staff a member of staff eats school lunch to show the children what the food options will be for September.

In the second half of the summer term, pre-school children make visits to the reception classroom,

Parents are invited to stay and play sessions, where essential information for the best possible start in September, is shared. There is also an opportunity for individual parental meetings with the class teacher.

Ladybird’s staff will share all relevant information with the school in which they are transitioning to.

**Inclusion**

At Ladybirds we value the diversity of all individuals within our community; all children and their families are treated fairly whatever their race, gender, religion or abilities. We aim to give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. We do this by:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;



- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Providing challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and acting to provide support and intervention as necessary.

Special Educational Needs and Disabilities. (SEND)

Continual informal and formal assessments undertaken by staff provide opportunities to identify any SEND a child may have. As children all develop differently, it is recognised that a significant lack in achievement after the initial settling in period requires careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents and SENDCo (Sam Mercer)

Specialist advice may be sought from other agencies e.g. the Speech and Language Therapy, Health teams and Best Start in Life Advisors.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfES (2025) ‘EYFS statutory framework for group and school-based providers’
- DfES (2023) ‘Development Matters’