

Early Years Foundation Stage Curriculum Policy

Approved by the Headteacher: September 2025

Reviewed Annually

Next review date: September 2026

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

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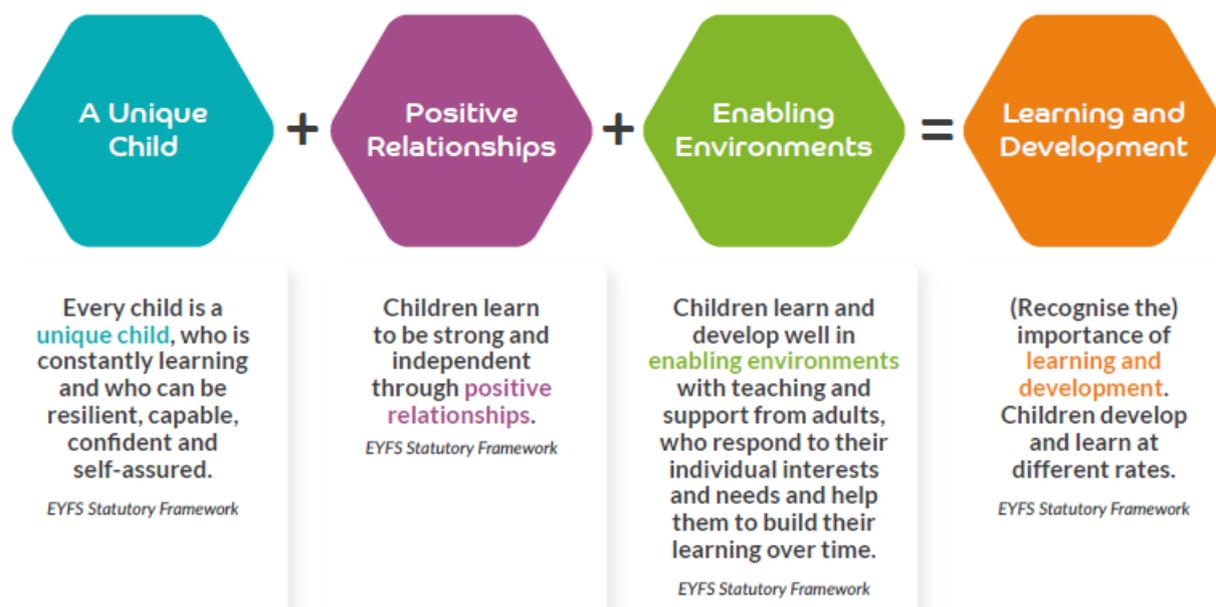
Introduction

At Arnold Lodge, we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up.

As children join Arnold Lodge, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

The Early Years Foundation Stage

The EYFS is based upon the four overarching principles taken from the Statutory Framework for the Early Years Foundation Stage 2025 (effective 1 September 2025):



Curriculum Intent

“All children deserve to have an equal chance of success” (Development Matters, 2021), and as such we have a curriculum which is ambitious and progressive to provide children with the knowledge and understanding to be ‘the best that they can be’. At ALS, we have a play based, child centred curriculum with a balance of child initiated and adult led learning opportunities. We base our learning around topics to fully immerse children and contextualise their learning, building upon previous experiences and deepening knowledge and understanding.

Curriculum Implementation

The EYFS framework has seven areas of learning and development that are equally important and interconnected. The three prime areas are important to for igniting curiosity and enthusiasm for learning. These skills will support the child are they grow and extend their development in the specific areas.

Prime Areas	Specific Areas
Personal, Social and Emotional Development <i>Self-regulation</i> <i>Managing Self</i> <i>Building Relationships</i>	Literacy <i>Comprehension</i> <i>Word Reading</i> <i>Writing</i>
Communication and Language <i>Listening and Attention</i> <i>Speaking</i>	Mathematics Number <i>Number Patterns</i>
Physical Development <i>Gross motor</i> <i>Fine Motor</i>	Understanding the World <i>Past and Present</i> <i>Culture and Communities</i> <i>Natural World</i>
	Expressive Arts and Designs <i>Creating with Materials</i> <i>Being imaginative and Expressive</i>

The Characteristics of Effective Learning describe the behaviours children us to learn. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it to new situations.

Characteristics of Effective Learning		
Playing and exploring <i>Children investigate and experience things, and 'have a go'</i>	Active Learning <i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</i>	Creating and Thinking Critically <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</i>

Planning, Teaching and Learning

Children learn and develop in different ways and at different rates. We value all areas of learning and development and understand they are inter connected. We recognise that features of effective teaching and learning in the EYFS are:

- A range of approaches to provide first-hand experiences to help children make sense of their world
- the identification of the progress and future learning needs of children through observations;
- a balance of adult led and child initiated activities
- the provision for children to take part in activities that build on and extend their interests
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- appropriate and accessible indoor and outdoor space, facilities and equipment;
- forming strong partnerships with parents and/or carers

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Assessment and Impact

The assessment in the EYFS is predominantly observational through spending time and having quality interactions with the children. Additional assessments include:

- Statutory baseline assessments, including the Reception Baseline Assessment with digital elements introduced from 2025/26 in accordance with updated EYFS Annex B requirements
- On-going observations recorded in Learning Journeys and online via Tapestry
- The Early Years Foundation Stage Profile at the end of the Reception year

Assessments will then be used to create next steps, supporting the child in deepening their current learning and development.

Transition into Reception

Before starting school, Stay and Play sessions are held. This allows children and parents to meet peers, the teaching staff and to become familiar with the classroom and school environment. Parents will also be asked to complete a questionnaire about their child and family to help us understand your child's needs in more depth.

Children will also be provided with a letter and video from school to share with their family, which can be accessed in the lead up to September.

Transition into Year 1

Transition work will begin in the Summer Term. This gives the children time to become familiar with their new class teacher and classroom, whilst being supported by familiar adults. Parents will also be given the chance to meet the new teacher and will receive a phone call home before term begins.

Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.
- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs, including those with Education, Health and Care (EHC) plans and high attaining children. Curriculum planning and provision take into account the ages, aptitudes and needs of all pupils, including those with EHC plans, in accordance with ISSR Part 1, paragraph 2(1)(b)(i)

Provision for pupils with English as an Additional Language in the EYFS is set out in the ALS EAL Policy, Section 8, which is available on the school website.

Safeguarding and Welfare

Arnold Lodge meets the safeguarding and welfare requirements of the EYFS Statutory Framework 2025 (Section 3) through its whole-school policies. Specifically:

- Safeguarding and child protection arrangements, including safer recruitment procedures, are set out in the ALS Child Protection and Safeguarding Policy.

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- Procedures for following up unexplained or prolonged absence are set out in the ALS Attendance Policy.
- Safeguarding training requirements, including how training is delivered and how practitioners are supported to implement it, are set out in the ALS Child Protection and Safeguarding Policy.
- Whistleblowing procedures are set out in the ALS Whistleblowing Policy.
- Arrangements for children's privacy during personal care routines are addressed in practice guidance held by the EYFS lead.
- Additional emergency contact details are held for all EYFS pupils on the school's management information system.

All policies are available on the school website or on request.

Admissions

For further details see Arnold Lodge's "Admissions" Policy.

Further information regarding the EYFS may be found on the DfE website www.education.gov.uk

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Appendix I

The areas of learning and development support, foster, promote and develop children's development:

Prime Areas

1. **Personal, Social and Emotional Development:** crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. Involves making relationships, developing self-confidence and self-awareness and managing own feelings and behaviour.
2. **Physical Development:** developing skills involved with moving and handling. Will improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being, and knowledge of health and self-care.
3. **Communication and Language:** children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. **Literacy:** children hear the written word in a variety of contexts and are given a variety of mark making opportunities that start at exploratory mark making to writing recognisable letters. Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.
 2. **Mathematics:** children will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.
 3. **Understanding the World:** knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
 4. **Expressive Arts and Design:** exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.
- Planning will take place collaboratively between the teachers and other staff involved in E.Y.F.S. This describes the learning activities linked to objectives and assessment opportunities. The termly medium term plans include learning objectives from all areas of learning. Short term plans are decided on a weekly basis from observations and take into account the current needs of the children.
 - These are focussed on basic skills. Observations on focus children will also provide additional information for assessment purposes. There will also be a timetable showing the activities taking place each day which will be displayed for all staff concerned. The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They will practice and build up ideas, and learn how to control themselves and understand the need for rules. They will have opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.
 - The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.

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Appendix II

Curriculum Structure

Our EYFS Provision focuses on the needs of the child and responds to their individual development over the course of the academic year. As a loose guide, children receive;

EYFS	Curriculum Hours	Teacher-led
Phonics / Literacy	5	Class Teacher
Numeracy	5	Class Teacher
Understanding the World	3	Class Teacher
Expressive Arts & Design	3	Class Teacher
Swimming	2	Specialist
P.E	1	Specialist
Drama	1	Specialist
Art	1	Specialist
Technology	1	Specialist
Spanish	1	Specialist
Music	1	Specialist
Curriculum Time		

Appendix III

Example Timetable

Reception / Miss Cook						
		Monday	Tuesday	Wednesday	Thursday	Friday
	08:00	Gates open	Gates open	Gates open	Gates open	Gates open
	08:20	Registration	Registration	Registration	Registration	Registration
I	08:30	P.E.	Phonics	Swimming	Spanish 8:30-9:10	Phonics
2	08:50	Phonics	Maths	Swimming	Phonics	Maths
B	10:00	Break	Break	Break	Break	Break
3	10:20	PSHE	English	Maths	Reading Club	Computing
4	11:20	CP	CP	Mr Preston		
L	12:00	Lunch	Lunch	Lunch	Lunch	Lunch
R	13:05	Registration	Registration	Registration	Registration	Registration
5	13:10	Maths	Art & Design 1:10-2	Reading Club	PSHE	Music 1:10-2
6	14:10	Drama 2:10-2:55	Reading Club			Theme
7	15:10	CP			Theme	CP
X	15:50	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich	Extend & Enrich