



Bournville School Curriculum Intent Statement 21-22

EYFS

At Bournville, our approach recognises the best practice in Early Years Education, ensuring a safe, happy and secure environment for children to develop and grow into curious, lifelong learners. We aim to provide children with a wealth of experiences that ignite their natural curiosities. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require to succeed in life. Through a variety of coherently planned and sequenced learning opportunities, both indoors and outdoors, we tailor our learning around the unique interests of the children. The open-ended learning environments enable children to develop the skills and abilities to apply what they know and can do with increasing fluency and independence. They discover their own learning challenges and reflect on their own goals by aiming high and developing a love of reading, writing and number. Our curriculum is designed to enable children from all backgrounds to achieve academic success as well as physical, moral and spiritual development ready for their next stage of education.

Implementation:

- Pupils learn through a careful balance of adult-led and child-initiated activities. We follow the Early Years Foundation Stage Statutory Framework and the non-statutory Development Matters.
- Our continuous provision is designed to ensure challenge and progression. Learning opportunities are planned for both indoors and outdoors and they centre around the interests of the children and their prior learning and various starting points.
- The weekly timetable is carefully structured to allow our pupils to receive rigorous directed teaching in English, Maths and Phonics.
- Reading is at the centre of our curriculum. We follow the validated Read, Write Inc programme that successfully supports early reading and enables our learners to become independent readers so that they meet good outcomes. In line with the rest of the school, our pupils have daily Drop Everything And Read (DEAR) time where an adult reads to the class.
- We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and



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applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning.

Impact

The broad and balanced curriculum design ensures that the needs of individual children including EAL, SEND and disadvantaged are met within the environment of high quality first teaching supported by targeted interventions where appropriate. Our recent GLD of 71% sits close to the national average and this is testament to the high quality. We endeavour for pupils to develop detailed knowledge and skills and as a result, achieve well. Pupils' work across the curriculum is of good quality and our children are well-prepared for their next stage of education.