



How Early Years Foundation Stage SHINES - Our Vision

The SHINE Curriculum in The EYFS

S -Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking.

- We follow the Statutory Framework of the EYFS. The EYFS applies to children from birth to the end of the reception year. It is based upon four principles:
 - ❖ A Unique Child
 - ❖ Positive Relationships
 - ❖ Enabling Environments
 - ❖ Learning and Development
- Our Long Term Planning is based around themes which are relevant and provide a range of rich experiences both inside and outside the classroom.
- Topics are enriched with indoor and outdoor enhancements and provide strong cross curricular links. We prioritise creating a language rich environment. We do this through the use of stories, rhymes and songs. We aim to ensure that interactions are positive and allow children to develop the language that they need to become confident communicators.
- The EYFS environment is organised to allow children opportunities to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces. Classrooms are set up in learning areas, where children are able to locate equipment and resources independently. The children have access to enclosed outdoor areas which has a positive effect on the child's development. Being outdoors offers opportunities to extend the learning and for children to explore, use their senses and be physically active and exuberant.

H -High expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills, so pupils know more and remember more.

- Our curriculum is well planned and well sequenced, building on from what children can do and they already know, so they can acquire new skills and knowledge
- We follow RWI for phonics, and White Rose for Maths

I – Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests.

- We value the diversity of individuals within the school. All children at Highfield St Matthew's CE Primary are treated fairly regardless of race, religion or abilities. We 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 have the flexibility to adapt our curriculum in response to children's interests and own experiences
- We plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- We use a wide range of teaching strategies based on children's learning needs;
- We provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- We provide a safe and supportive learning environment in which the contribution of all children is valued;
- We use resources which reflect diversity and are free from discrimination and stereotyping;
- We plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- We monitor children's progress and taking action to provide support as necessary.

N -Nurturing strong, lifelong learning behaviours- resilience, risk taking, independence, perseverance, and pride in success

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- At Highfield St Matthew's CE Primary we believe that a well-organised outdoor classroom can help to develop the child's knowledge, skills and understanding, as well as promote all of the characteristics of effective learning

E -Encompassing the whole child- developing their faith, values, spirituality, health and well-being and understanding the world we live in, their future in our culturally diverse community and country where equality and tolerance is promoted.

- Our EYFS curriculum inspires a curiosity about the world and celebrates the different people, faiths and cultures that inhabit our Earth.
- Christian values are embedded in our EYFS curriculum
- We prepare them to be a member of a class, school, local community and also for their future role in modern Britain and as a global citizen