The Barford and Bawburgh Federation

Early Years Curriculum

Early Years Foundation Stage Overarching Principles

A Unique Child

Every child is unique, with their own individual interests, strengths, and needs.

Positive Relationships

Children learn to be strong and independent through positive relationships with adults and other children.

Enabling Environments

Well planned environments and effective adult interactions create a supportive and engaging learning opportunities.

Learning and Development

Children learn and develop at different rates and in different ways. All areas of learning are interconnected and equally important.

Characteristics of Effective Teaching and Learning

Playing and Exploring

Active Learning

Creating and Thinking Critically

The Barford and Bawburgh EYFS Beliefs

Strong Foundations for Bright Futures

Learners for Life

We believe in instilling a lifelong love for learning in our students. Our curriculum encourages children to ask questions, explore new ideas, and cultivate curiosity—attributes that will benefit them throughout their lives. Establishing these foundations in the early years is essential, as it empowers children to reach their full potential, not only in their academic journey but also in their future adult lives.

Play as a Learning Tool

Our schools know that play is fundamental to young children's learning and development. Through play, children have the opportunity to explore, experiment, and engage with their surroundings. This active engagement allows them to make sense of their experiences, develop critical skills, and foster creativity and imagination. We are committed to providing rich play experiences that support holistic growth and a lifelong love of learning.

Interactive Environments

In our classrooms, we strive to create inviting and engaging environments for children. This includes providing high-quality, open-ended resources that stimulate creativity and exploration, as well as employing well-trained adults who can interact thoughtfully with each child. Our educators are dedicated to supporting children in their next steps, fostering their growth and development through meaningful interactions.

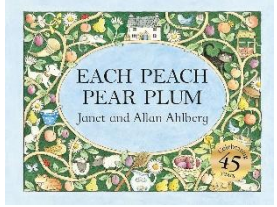
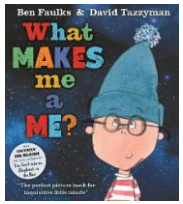
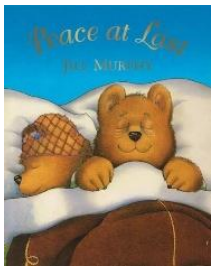
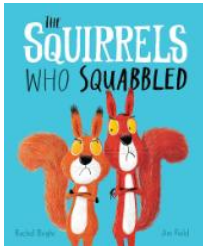
Resilience and Courage

Our federation recognises the vital role that both resilience and courage play in fostering a positive learning environment. By encouraging children to embrace challenges and learn from setbacks, we empower them to develop essential life skills that significantly impact their growth and development. Through our commitment to cultivating these traits, we aim to inspire confident, adaptable learners who are prepared to face the future with strength and determination.

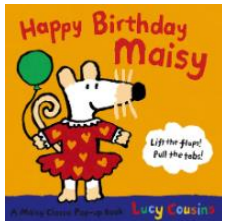
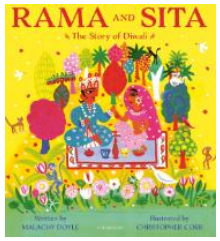
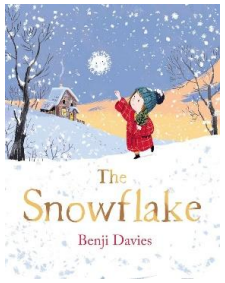
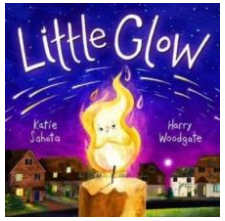
Schemes and Strategies

Communication and Language
In reception, communication and language are at the heart of everything we do, underpinning all areas of our curriculum. Our staff are trained to create a language-rich environment, engaging in high-quality interactions with children throughout the day. This focus on effective communication not only supports academic success but also fosters social and emotional development.
Personal, Social and Emotional Development
Much like communication and language, children's personal, social, and emotional development is of significant importance in the early years. As well as supporting children on a daily basis to develop these essential skills, we also implement the Jigsaw PSHE program. This mindful approach encourages children to grow in all aspects of their personal, social, and emotional development, fostering self-regulation skill, emotional literacy, resilience and well-being.
Physical Development
In EYFS we work on developing children's physical development through a range of resources both inside and out. Outside we have resources such as tyres, balls and large construction to promote gross motor development. Opportunities for fine motor are also embedded into provision such our malleable table, targeted fine motor activities and resources for mark making too. Additionally, children also access an adult led PE session once a week to focus on developing fundamental movement skills using the Real PE scheme.
Maths
Our curriculum follows the CUSP Early Foundations mathematics framework, an ambitious, research-led approach designed to build a deep, secure understanding of early number sense and spatial reasoning. Centred on the statutory strands of Number and Numerical Patterns, the curriculum places a strong emphasis on subitising, the systematic composition of numbers, and the explicit teaching of precise mathematical vocabulary. Through a structured blend of focused, language-rich sessions and deliberate, concrete learning experiences, we ensure children notice patterns, develop spatial awareness, and master foundational concepts to prevent future gaps in learning.
Literacy
To support our goal of creating a language-rich environment, we follow CUSP Early Foundations. This framework emphasises the use of ambitious texts that promote vocabulary development. Each week, we select a focus book that immerses children in diverse language and learning experiences. This approach not only enhances their vocabulary but also promotes a love for reading and storytelling, laying a strong foundation for their future learning. In addition to this, we teach daily phonics through our Monster Phonics scheme which is a multi-sensory approach to teaching phonics. The use of different monsters support children in developing their understanding of the different graphemes. Throughout reception, children will develop the skills of blending and segmenting in order to both read and write words, captions and sentences.

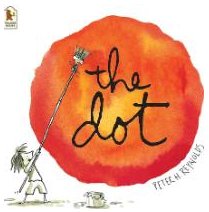
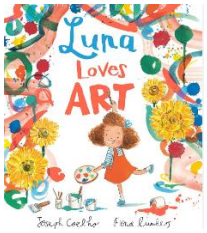
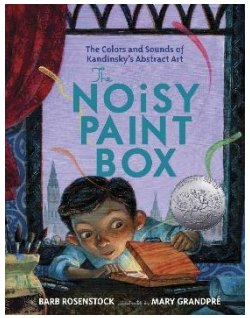
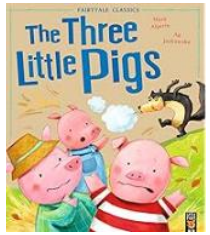
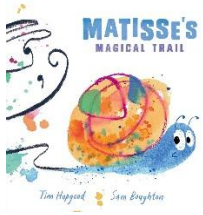
The Curriculum

Autumn 1 – Marvellous Me			
Key texts	**Key Learning**	**Trips/Visits**	**Experiences**
     	• Getting to know each other and our new environment. • Learning the rules and routines of our class and school. • Identifying comfortable and uncomfortable feelings. • Exploring our similarities and differences. • Changes – me and the world around me (autumn).	• Walk around the village. • Trip to the church for Harvest Festival. • Autumn walks • Visit the school bus	• Sharing family photos. • Self-portraits • Learning about the past – mangle, washboard and dolly. • Sewing on binca. • Exploring autumn - pumpkins, acorns, conkers, pinecones. • Paint mixing.

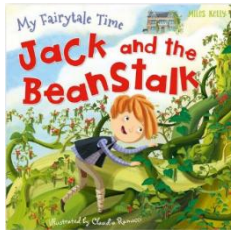
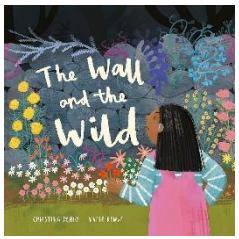
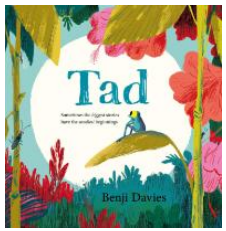
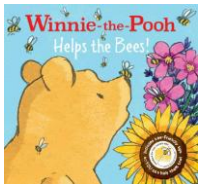
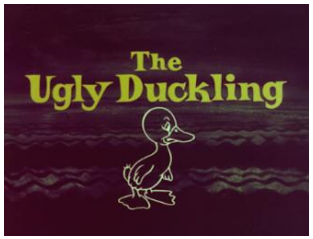
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Autumn 2 – Let's Celebrate			
Key texts	**Key Learning**	**Trips/Visits**	**Experiences**
     	• Events from the past are still recognised today. • What is an artist? – Jackson Pollock: Splatter painting • Different religious and cultural celebrations around the world. • People celebrate in different ways. • The story of Diwali • Sculpting clay – Diva lamps.	• Christmas trip to the church. • Visits from families to talk about different cultural celebrations.	• Class party • Henna patterns • Firework pictures • Making firework music. • Enhancing home area for festivals and celebrations – bonfire night, Diwali, Hannukah, Christmas • Learning the Christmas story. • School nativity. • Making and posting Christmas cards to our friends at Barford/Bawburgh. • Tasting food from different cultures.

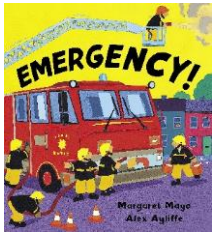
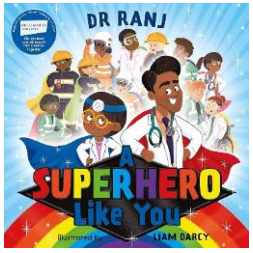
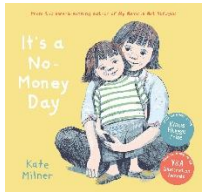
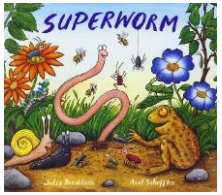
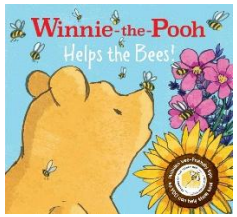
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Spring 1 – Express Yourself			
Key texts	**Key Learning**	**Trips/Visits**	**Experiences**
    	• How does art and music make us feel. • How can we use art and music to express ourselves? • Exploring materials for different purposes. • Exploring different artist.	• Trip to the Sainsbury Centre.	• Exploring different tools and resources to mark make. • Hosting our own art gallery. • Den building – retelling the story of The Three Little Pigs • Painting on a large scale. • Creating music linking to the sounds animals make and how they move.

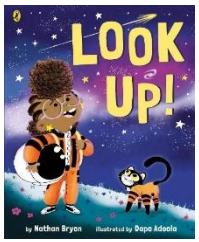
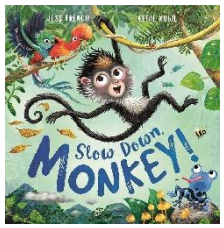
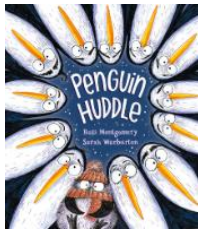
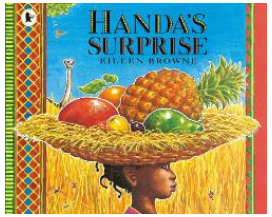
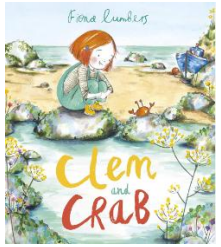
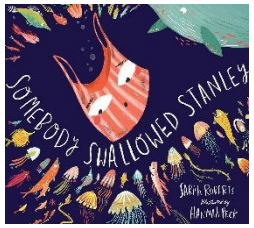
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Spring 2 – Growing and Changing			
Key texts	**Key Learning**	**Trips/Visits**	**Experiences**
    	• Life cycle of a bean plant. • Life cycle of frog. • Life cycle an animal/insect. • Why are bees important? • Seasonal changes – spring. •	• Hatching ducklings • Growing butterflies	• Growing a beanstalk. • Minibeasts hunt in the school meadow/ outdoor area. • Observational drawings of real life plants and animals

The Curriculum

Summer 1 – Our Community			
Key texts	**Key Learning**	**Trips/Visits**	**Experiences**
     	• Learn about the emergency services – responsibilities, uniforms and how they help. • What jobs do people do? • Exploring freezing, melting and magnetic forces. • How can we help others in our community. • Seasonal changes.	• Visits from paramedics, fire fighters and police. • Parents coming in to talk about their jobs. •	• Role play emergency services – dress up and resources. • Role play – hair dressers and other jobs. • Making Chinese lanterns. • Designing a superhero cape. • Fundraising for the foodbank.

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Summer 2 – Wondrous World			
Key texts	**Key Learning**	**Trips/Visits**	**Experiences**
     	• Environmental protection – reduce, reuse, recycle project. • Comparing places – animal habitats, climates and the way people live. • Creating a map of a journey. • Seaside holidays in the past.	• Sea life centre and beach.	• Space station role play • Exploring exotic fruits. • Learning how chocolate is made and grinding cocoa nibs. • Role play rock pooling. • Exploring ice – help the penguins escape • African patterns. • Making fruit kebabs.