



Curriculum Policy

Here at Tots Academy we provide a safe environment in which children can experiment, explore and progress in their own creative ways.

Intent

The intent of our EYFS curriculum is to ensure our children develop the necessary skills, knowledge and attitude to achieve fulfilling lives. The EYFS is the start of our children's journey towards achieving this important purpose.

We teach to the Development Matters and EYFS Framework. We use ClassDojo online learning journals to keep track of children's progress. We use ClassDojo to collect data from observations at home and at school.

Implementation

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment. We value, respect and care for all our children here at Tots Academy. Each child is unique and brings an irreplaceable value to our classrooms. We provide a curriculum which is based upon their interests, accessible to them and links to the world around them which they know and understand.

The principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development; three core and four specific areas.

Core Areas

- The three prime areas of learning are:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

We teach a wide range of foundation subjects across the EYFS. Science investigations and curiosity are developed through our 'Understanding the World' themes. Social,



moral, spiritual and cultural development, including studying British Values, is incorporated into circle times alongside both 'Understanding the World' and 'PSED'. We learn about different cultures and places in the world many times throughout the year including Chinese New Year, Christmas, Diwali and Eid celebrations.

We use our children's interests and curiosities to develop our topics every year. Each year, several topics will be similar (Christmas, People Who Help Us, Minibeasts, Diwali etc.) and others will be completely based on what the children would like to learn about. This ensures the curriculum here at Tots Academy is broad, diverse, balanced and stimulating for the children in our care.

In the moment planning:

During independent learning we are able to encompass new ideas and thoughts there and then, in the moment. In the moment planning allows staff to harness teachable moments and use these to their advantage. Pre-planned activities which link to the topics and carpet time learning opportunities are given in addition to continuous provision for those children unsure of where their curiosity will take them next. In the moment planning allows staff to pick up on a child's developmental needs and we provide a rich and communication-based learning environment and to ensure progression. We plan based upon children's interests and use in the moment planning.

In the moment planning works alongside enhancements and continuous provision. Continuous provision is provided daily and is always accessible. Enhancements are provided (Caterpillar Sessions with one member of staff, phonics, maths and literacy). In the moment planning allows staff to proactively plan around the children's needs, and allows scientific and exploratory play both with and without adult support. Adults use their knowledge of their children and their experience of the EYFS curriculum aims to develop ideas as they come across them without restraint.

Using a combination of effective questioning and narrative commentaries we assess in the moment the child's level of understanding. We then support them with new vocabulary or ideas to develop their understanding or address misconceptions.

Observations:

Our staff judge when to jump in and when to observe from a distance. We use a combination of commentary and effective questioning to find information that children know and ask them about it. This gives opportunities for staff to assess a child's understanding in context and making links to other curriculum areas.

Children are supported and encouraged to use objects in new ways, using their imagination and investigative skills.



At Tots Academy we have a SENCO who is the person who will work in partnership with parents, classroom staff and a range of other agencies to enable children with additional needs to make progress.

Assessment/Data collection:

We use a combination of online and paper learning journeys, workbooks (for adult led Literacy and Maths) to store evidence. We have a Wow Wall which is designed for the staff and parents to complete a form to be displayed valuing their child's achievements.

Impact

We track how each child is developing on Tapestry during the two week focus period.

Through Tapestry, we are able to find gaps in children's learning and provide opportunities for 1:1 or group sessions to address misconceptions.

When an adult is interacting with a child during independent learning, they talk to the children using effective questioning to ask what that child knows, identify an area for development (understanding, misconception, vocabulary, sentence structure etc.) and then fill that gap in learning through running commentary. This enables the child to fill that gap in learning and to progress to understanding. An adult then helps that child to share their newfound understanding to check progress has been made.

- E.g. Child A is struggling to take their jumper off. An adult says (Show me how you take your jumper off). The child replies "I don't know how to do that" (OK, let me show you. First you could bend your elbow and pull at your sleeve. It works best if you raise your arms in the air). The child tries this. (Well done, I can see you are working really hard to push your elbow down low). "I did it" (Well done, you can now take your own jumper off, fantastic learning!)

Parents

Parents are encouraged to put observations up from home and are given support/guidance/tips on Dojo with regards to Reading, Phonics and developmental guidance.

We track parental usage of Dojo and follow up with parents who are not regularly accessing their child's Learning Journey.

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