

# SUNNY HILL PREPARATORY SCHOOL

## EYFS Curriculum Statement

Sunny Hill Preparatory School strives to ensure that all its pupils can access a curriculum that is balanced, rich in diversity and differentiated to cater for a variety of abilities, interests and learning styles.

Underpinning our curriculum are the four principles of the Early Years Curriculum:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

At Sunny Hill we believe each child is unique and our ethos supports our aim to ensure that children become confident and empowered to:

- Make balanced, well informed choices to stay safe and stay healthy.
- Develop a wide range of learning strategies to reach their potential and achieve.
- Experience the wider community; understand their place within it and the value their positive contribution can make.
- Have opportunities to experience and understand the value of a positive work ethic, individual achievement and economic well being.

This is in line with the 'Every Child Matters' 2003 and 'The Children's Act' 2004.

The Qualification and Curriculum Authority (QCA) has identified six areas of learning for the Early Years Foundation Stage. These are:-

- 1) Personal, Social and Emotional Development.
- 2) Communication, Language and Literacy.
- 3) Problem Solving, Reasoning and Numeracy.
- 4) Knowledge and Understanding of the World.
- 5) Physical Development.
- 6) Creative Development.

At Sunny Hill, we recognise that these areas are inextricably linked and cannot be delivered in isolation from each other.

Through our implementation of the six areas of learning, as laid down in the EYFS curriculum, we aim to:

- \*Focus on children's interests and enthuse and motivate them to learn more.
- \*Plan and create the curriculum imaginatively around the children to ensure that each individual child makes good progress with the development of their learning.
- \*Provide stimulating and creative opportunities for "hands-on" learning using a range of environments, resources and contexts.
- \*Ensure that the learning opportunities we provide enable children to develop a range of skills and competencies across several aspects of learning.
- \*Use teaching staff and parents'/carers' observations of children's achievements to plan for their next steps.