



Richardson Dees Primary School, Early Years Curriculum Design and Intent

EYFS Statutory Framework – Educational Programmes – one for each of the 7 areas of learning.

Early years foundation stage statutory framework For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 14 July 2025

Effective: 01 September 2025

Educational Programmes

The educational programmes are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

Communication and Language

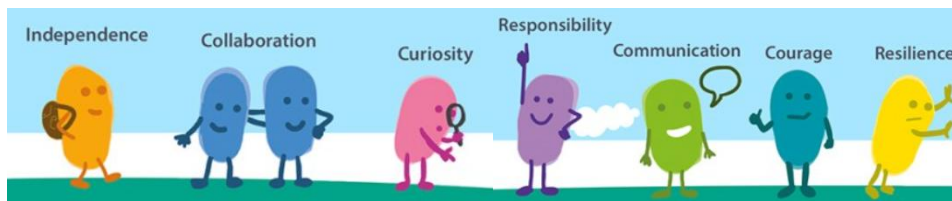
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Characteristics of effective learning

1.18 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Related to the school's core values and superpowers.



Informed practice guided by [Development Matters - GOV.UK](https://www.gov.uk/guidance/development-matters)

- Planned to develop a love of reading, books, stories, songs and rhymes.
- Prioritising spoken language through high quality interactions.
- Reflecting the unique context of the locality and the community.
- Building cultural capital through meaningful experiences and opportunities.