

EYFS & Pre-Prep Curriculum Policy 2026-2027

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Abbreviations

EYFS: Early Years Foundation Stage

KS: Key Stage

PSHE: Personal, Social, Health and Economic Education

ICDL: International Computing Driving Licence

1. Introduction

This policy outlines the key features of Abbot's Hill's Early Years Foundation Stage (EYFS) and Pre-Prep curriculum. It is accessible on the School website and through the parent portal. This policy works alongside the EYFS Policy and the Prep Curriculum Policy, and it is supported by various planning documents and schemes of work. This policy operates in compliance with the statutory framework for EYFS.

Abbot's Hill School strives to provide exceptional education that supports every pupil's journey from childhood to adulthood. Our goal is to develop self-discipline, responsibility, and strong moral and spiritual values. We aim for the highest possible standards of behaviour, pride in one's achievements, and consideration for others. The academic curriculum is central to this vision, fostering intellectual curiosity, sound learning, and a spirit of enquiry that supports the pursuit of academic excellence.

The curriculum at Abbot's Hill's EYFS and Pre-Prep is divided into two sections:

- **EYFS** (Nursery, Pre-School and Reception)
- **KS1** (Key Stage 1), including Year 1 and Year 2

As part of the **Mill Hill Education Group**, we offer a broad, balanced, and forward-thinking curriculum that develops inquisitive, independent thinkers with a love of learning. We focus on creating an environment that encourages questioning, academic risk-taking, and a growth mindset, all of which contribute to students developing resilience and curiosity. Our curriculum prepares pupils for a seamless transition into the Prep School (Years 3–6).

2. General Aims

- **Full-Time Education:** We offer full-time education for pupils of compulsory school age and year-round nursery and Pre-School provision for children aged 6 months to 4 years.
- **Nurturing Values:** The core values of kindness, authenticity, involvement, curiosity, and challenge are embedded throughout our curriculum.

We aim to:

- provide the highest quality care and education for all pupils, including those pupils with Special Educational Needs and Disabilities (SEND), giving them a solid foundation for their future learning
- create a safe and happy environment with motivating and enjoyable learning experiences enabling pupils to become confident and independent learners
- value the individual pupil and work alongside parents and carers to help every pupil reach their full potential
- educate the whole pupil, nurturing their talents and allowing them to develop at their own pace
- support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance
- educate our pupils to be respectful towards all members of our community through promoting equality and diversity

Our curriculum ensures all pupils acquire essential skills in speaking, listening, literacy, and numeracy. All pupils are encouraged to learn and make progress, preparing them for the opportunities, responsibilities, and experiences of life in modern Britain. We strive to make every year in the EYFS and

Pre-Prep challenging, fulfilling, and enjoyable, so pupils become independent and confident learners who take pride in their achievements.

The Abbot's Hill Early Years Foundation Stage (EYFS) and Pre-Prep curriculum offers a nurturing and stimulating environment where young learners can grow academically, socially, and emotionally. By promoting a love of learning, curiosity, and resilience, we aim to equip every pupil with the skills and mindset they need for future success. Through careful planning, ongoing assessment, and a commitment to inclusion, we ensure each child's learning journey is engaging, meaningful, and empowering

3. Curriculum Approach

- Our curriculum is designed to engage and inspire pupils for their future in the 21st century. It focuses on nurturing intellectual curiosity and a love of learning in both the classroom and beyond.
- **Theme-Based Learning:** Learning is delivered through carefully planned thematic units. These themes provide context and meaning, helping pupils make connections across subjects. While themes vary in length, they are often influenced by the pupils' interests and experiences, particularly in the EYFS.
- **Subject Skills Progression:** Subject skills are integrated into themes to ensure the progression of knowledge and understanding. The curriculum is designed to challenge pupils and deepen their skills across all areas.
- **Personal, Social, and Health Education (PSHE):** PSHE is woven throughout the curriculum and in KS1 is taught through our adapted **JIGSAW** programme. This supports the promotion of positive behaviour, resilience, mental health, and well-being.
- **Philosophy, Ethics, and Religion (PER):** Philosophy, Ethics, and Religion are incorporated across the curriculum, connecting with thematic learning where possible.

Our curriculum is further enriched through **educational visits, guest speakers, workshops, and interactions with the wider community**. These experiences provide practical applications of classroom learning and enhance pupils' personal growth.

Please refer to our EYFS Policy for detail on the areas of learning within EYFS.

4. Planning and Assessment

EYFS Planning

- **Play-Centred Learning:** Play is central to our EYFS curriculum. Learning is based on the latest child development theories and best practices. We ensure that all activities, both child-led and adult-led, are purposeful and enhance learning.
- **Development Matters and Birth to Five:** Objectives are taken from these frameworks and adapted to suit the needs and interests of the children.
- **Ongoing Observation:** Pupils are observed in play and adult-led activities, with learning opportunities planned based on individual needs and interests. Once pupils demonstrate competence in a skill, teachers plan for the next developmental step.
- **Phonics and Mathematics:** Pupils in Pre-School and Reception are taught daily phonics, progressing to formal literacy lessons as they move through Reception. Mathematics is taught

progressively, with structured lessons beginning in Pre-School. This is delivered across the School using White Rose Maths.

- Each child in the EYFS is assigned a Key Person who will know the child best to plan their next steps in learning.

EYFS Assessment

- **Observation-Based:** Assessment in the EYFS is based primarily on careful observation of pupils' skills and their method of expression. The goal is to understand each pupil's development, rather than focusing on extensive data collection.
- **Baseline Assessment:** Completed at the start of the year and each child is tracked throughout the year to ensure they meet expected developmental points. Quest assessment is used in Reception.
- **End of Year Assessment:** At the end of EYFS, pupils are assessed against the Early Learning Goals. This assessment is supplemented by ongoing teacher observations and used to inform future planning.
- **Parent Involvement:** Observations are recorded on **Tapestry**, an online learning journal shared with parents. Parents are encouraged to contribute their own observations from home to create a holistic view of their child's development.

Key Stage 1 (KS1) Planning

- **National Curriculum Framework:** Our KS1 planning follows the National Curriculum guidelines but is adapted to suit the needs of our pupils. The curriculum is regularly reviewed in line with DfE recommendations and current best practices.
- **Daily Structure:** English and Mathematics are taught in the mornings, with specialist lessons in subjects such as Physical Education, Swimming, Music, and French taking place throughout the week. Field trips and workshops may replace some lessons for experiential learning.

Key Stage 1 Assessment

- **Continuous Assessment:** Pupils are assessed continuously through verbal and written feedback on their work. End-of-unit assessments are used for subjects like Mathematics and Phonics to ensure understanding.
- **Quest Assessment:** Summative assessment in the core subjects (English, Mathematics and Science) take place in the Autumn and Summer terms from Reception to Year 2.
- **Work Samples and Digital Portfolios:** Pupils' progress is tracked through written work and documented on **SeeSaw**, an online learning journal used to share classwork, homework, and learning from home.

5. Learning Environments

Learning environments, both indoors and outdoors are planned to encourage curiosity and excitement.

In the EYFS, there is continuous provision available for the pupils that covers all areas of learning across the indoor and outdoor provision. This provision is regularly enhanced to encourage the pupils' thematic learning.

Pupils are encouraged to move around the environment and work in different places throughout the day.

Classrooms are arranged to support independent learning, encouraging the pupils to access the resources they need for their learning.

6. Outdoor Learning

Our learning environments—both indoor and outdoor—are carefully designed to foster curiosity and creativity. The classroom layout encourages independent learning, and resources are made easily accessible to pupils.

- **EYFS Environment:** Continuous provision is available across the indoor and outdoor areas to support the development of all learning areas. These spaces are regularly enhanced to align with thematic learning and allow pupils to engage with the curriculum in a dynamic way. Technology and screen use is planned intentionally and does not replace active play.
- **Outdoor Learning:** Outdoor education is an integral part of our curriculum. All classes participate in weekly **Forest School** sessions, using our onsite woodland area for experiential learning. Pupils also have access to secure outdoor spaces within the Pre-Prep area and broader school grounds, providing opportunities for hands-on learning and exploration.

7. Inclusion and Differentiation

At Abbot's Hill, we are committed to meeting the needs of all pupils, including those with **Special Educational Needs and Disabilities (SEND)**, **English as an Additional Language (EAL)**, or those needing additional challenges.

- **Personalised Learning:** We adapt the curriculum as necessary to ensure every pupil progresses at their own pace and receives the appropriate level of support or challenge.
- **Extension for Advanced Learners:** Pupils exceeding learning expectations are provided with extension activities that promote critical thinking, problem-solving, and deeper knowledge.

Review

This Policy will be reviewed annually.

This Review: Summer Term 2026

Next Review: Summer Term 2027