



CYPRESS HILLSIDE SCHOOL

EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM

EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM IN CYPRESS HILLSIDE SCHOOL IS EXPRESSED WITH THE BEST EVER

Our Early Years Foundation Stage (EYFS) curriculum

is a dynamic, child-centered framework designed to nurture the holistic development of children from birth to age five. While rooted in the statutory principles of the EYFS as practiced in England, our curriculum is thoughtfully adapted to reflect the rich social context of Nigeria. It celebrates the diversity of our communities, integrates values that ensures that our preschoolers develop a strong sense of identity and belonging from their earliest years.

CYPRESS HILLSIDE SCHOOL PRESCHOOL CURRICULUM INTENT

We aim to:--

1. Promote inclusive learning
2. Nurture curiosity, creativity, and resilience in every child
3. Build foundational skills in literacy, numeracy, and emotional intelligence
4. Encourage independence, empathy, and a lifelong love of learning

CYPRESS HILLSIDE SCHOOL IMPLEMENTATION STRATEGY

Our curriculum is delivered through a blend of:--

1. CHILD-LED PLAY AND ADULT-GUIDED ACTIVITIES

 Child-led play:- Freedom to explore

Child-led play refers to activities initiated and directed by the children themselves. It's spontaneous, open-ended, and driven by their interests, curiosity, and imagination.

KEY ELEMENTS

1. **Autonomy**:- Children choose what to play, how to play, and with whom.
2. **Emotional development**:- Builds confidence, independence, and resilience.

3. **Intrinsic motivation**:- Learning happens because the child is genuinely interested.
4. **Creativity**:- There's no fixed outcome, preschooler invent, explore, and problem-solve.

EXAMPLES

1. Creating stories or games with peers
2. Role-playing as shopkeepers or parents
3. Exploring sand, water, or natural materials
4. Building with blocks without adult instruction

BENEFITS

1. Nurtures **emotional regulation** and social skills
2. Encourages **critical thinking and decision-making**
3. Supports **language development** through peer interaction
4. Allows impromptu observation that meet preschooler's interests and developmental needs

ADULT-GUIDED ACTIVITIES:- INTENTIONAL TEACHING

Adult-guided activities (also called adult-led) are planned and facilitated by educators to introduce specific concepts, skills, or experiences. These are more structured and goal-oriented but still delivered in a playful and engaging way.

KEY FEATURES

1. **Clear learning objectives**
2. **Guidance and modelling** from adults
3. **Opportunities for assessment** and targeted support
4. **Intentional planning** based on developmental needs

EXAMPLES

1. A **craft** to develop fine motor skills
2. A **storytelling** circle with guided questions
3. A **phonics** session introducing letter sounds
4. A **counting** activity using local market items

BENEFITS

1. Introduces **new vocabulary and concepts**
2. Builds **confidence** through structured success

3. Helps our preschoolers meet **EYFS learning goals**
4. Supports **specific skill development** (e.g. literacy, numeracy)

FINDING THE BALANCE

The EYFS framework encourages a **balanced approach**, where preschooler experience both self-directed play and adult-led learning. At CHS, settings aim for:-

1. $\frac{1}{3}$ **adult-led activities**
2. $\frac{1}{3}$ **child-initiated play**
3. $\frac{1}{3}$ **child-initiated play extended by adults** (known as *sustained shared thinking*)

This balance ensures that our preschoolers are:-

1. **Free to explore** their interests
2. **Supported to stretch** their thinking
3. **Guided to achieve** developmental milestones

2. **SCAFFOLDING** (supporting children just enough to help them succeed)

WHAT DOES “SCAFFOLDING” MEAN?

Think of scaffolding like the temporary support structures used when building a house. In EYFS, educators act as support **guiding, prompting, and encouraging** our children as they tackle new challenges. Once the child gains confidence and mastery, the support is gradually removed, allowing them to work independently.

This idea is rooted in **Lev Vygotsky’s theory of the Zone of Proximal Development (ZPD)**, the space between what a child can do alone and what they can do with help.

KEY FEATURES OF SCAFFOLDING IN EYFS

1. **Observing** where the child is developmentally
2. **Identifying the next step** in their learning journey
3. **Providing tailored support** through interaction, questioning, or modeling
4. **Gradually reducing help** as the child becomes more capable

EXAMPLES OF SCAFFOLDING IN CHS- PRESCHOOL EYFS PRACTICE

Strategy	What It Looks Like
 Open-ended questions	What do you think will happen if we add more water?
 Shared thinking	Work in partnership with a child to solve a problem together

Strategy	What It Looks Like
 Modeling	Showing how to use age sized safe scissors, then letting the child try
 Storytelling prompts	Can you tell me what might happen next in the story?
 Guided play	Joining a child's unstructured play and gently introducing new words or ideas

These interactions help our preschoolers stretch their thinking without overwhelming them.

WHY SCAFFOLDING MATTERS IN CHS- PRESCHOOL

- Builds **confidence and independence**
- Encourages **critical thinking and problem-solving**
- Makes learning **more meaningful and personalized**
- Supports **language development and communication**
- **Vocabulary building** and **communication-rich environments**
- Helps preschooler **connect prior knowledge to new concepts**

We use flexible planning approaches like **Possible Lines of Development (PLOD)** to respond

3. VOCABULARY BUILDING IN CHS EYFS SETTING

Vocabulary building is the **intentional** process of helping children learn and use new words. It's about more than just naming objects, it's about expanding children's ability to express their thoughts freely , ask questions, describe experiences, and engage socially.

WHY VOCABULARY BUILDING MATTERS IN CHS-PRESCHOOL

Language is the foundation of learning at CHS-Preschool. A rich vocabulary supports literacy, reasoning, and emotional expression. Children with broader vocabulary tend to perform better in reading and comprehension later.

HOW IT'S DONE IN CHS-PRESCHOOL

1. **Explicit teaching**:- Introduce new words during activities e.g. This is a stethoscope. Doctors use it to listen to your heartbeat.
2. **Repetition and reinforcement**:- We use new words often and in varied situations, especially during roleplay.
3. **Storytelling and shared picture reading**:- Rich texts expose children to new language structures and vocabulary.

CHS COMMUNICATION-RICH ENVIRONMENT

A communication-rich environment is one where children are constantly plunged into meaningful language experiences. It's not just about talking, it's about **listening, responding, questioning, narrating, and imagining.**

CHARACTERISTICS

1. **Adults model language:-** Educators narrate actions, describe objects, and ask open-ended questions.
2. **Children are encouraged to talk:-** Through play, storytelling, and group discussions.
3. **Visual support:-** Labels, pictures, and use signs that help reinforce word meaning.

CHS-PRESCHOOL PRACTICAL EXAMPLES

1. Songs and rhymes
2. Circle time discussions about weekend experiences or events
3. Descriptive language during outdoor play:--**The leaves are golden today.**
4. Role-play areas like “**saloon**”, “**zoo**”, “**hospital**” with props and vocabulary materials.

IMPACT ON LEARNING

Creating a vocabulary-rich and communicative setting in CHS Preschool helps our preschoolers to:--

1. Develop **confidence in expressing themselves**
2. Build **strong relationships** with peers and adults
3. Lay the groundwork for **reading, writing, and critical thinking**
4. Feel **valued and understood**, especially when their identity is reflected in the language used

WHAT IS THE EYFS CURRICULUM IN CYPRESS HILLSIDE SCHOOL?

EYFS CHS curriculum in CHS is a statutory framework that sets standards for the learning, development, and care of preschoolers from **birth to age 5**. It's used by nurseries, preschools, reception classes, and childminders to ensure that every child receives a high-quality early education. The curriculum is built around the idea that **every child is unique**, and learning should be tailored to their individual needs, interests, and developmental stage.

CORE DOCUMENTS THAT GUIDES CYPRESS HILLSIDE SCHOOL EYFS PROGRAM

The EYFS curriculum is underpinned by several key documents:-

1. **EYFS STATUTORY FRAMEWORK:--**The legal foundation that we follow

2. **DEVELOPMENT MATTERS**:--A non-statutory guide that supports planning and assessing progress of each child
3. **BIRTH TO 5 MATTERS**:-- Another guidance tool that stresses inclusive, evidence-based practice

We ensure consistency while allowing flexibility to adapt to our preschooler's need.

AREAS OF LEARNING AND DEVELOPMENT

The EYFS curriculum is divided into **seven areas of learning**, grouped into **Prime** and **Specific** areas:-

- A. **PRIME AREAS** (focus in early years)
 1. Communication and Language
 2. Physical Development
 3. Personal, Social and Emotional Development
- B. **SPECIFIC AREAS** (introduced gradually)
 1. Literacy
 2. Mathematics
 3. Understanding the World
 4. Expressive Arts and Design

These areas are interwoven through play, exploration, and guided activities. For example, a simple activity like building blocks touch on physical development, math (shapes and sizes), and social skills.

EYFS CURRICULUM INTENT, IMPLEMENTATION & IMPACT

INTENT

The curriculum aims to:-

1. Nurtures curiosity, creativity, and resilience
2. Promote inclusive learning for all the children in our setting
3. Build foundational skills for future education

IMPLEMENTATION

At Cypress Hillside School Preschool, we employ a mix of:-

1. **Child-led play** and **adult-guided activities**
2. **Scaffolding** (supporting just enough to help them succeed)
3. **Vocabulary building** and **communication-rich environments**

IMPACT

Progress is tracked through:-

1. Observations
2. Learning journals
3. Development matters checkpoints for progress
4. Parental feedback and involvement

PRINCIPLES BEHIND CHS EYFS FRAMEWORK

The EYFS framework is built on **four guiding principles**:-

1. **A Unique Child** – Every child is a competent learner
2. **Positive Relationships** – Preschooler learn to be strong and independent
3. **Enabling Environments** – Supportive spaces that encourages learning
4. **Learning and Development** – Preschooler develop at different rates and in different ways

These principles in use ensure that the curriculum is **inclusive, flexible, and child centered**.

Best practices adopted for CHS EYFS delivery

1. **Create “wow” moments** that spark awe and wonder
2. **Promote a love for reading** through storytelling and phonics
3. **Develop emotional resilience** through social play and reflection
4. **Encourage parental involvement** to reinforce learning at home
5. **Use PLOD (Possible Lines of Development)** planning to adapt to preschooler’s interests

INCLUSION AND DIVERSITY

EYFS emphasizes **inclusive practice**, ensuring that our preschoolers with different backgrounds, abilities, and needs are supported. This includes:-

1. Cultural capital development
2. SEN (Special Educational Needs) support
3. Multilingual environments
4. Celebrating differences and promoting equity

TRANSITION TO KEY STAGE 1

CHS EYFS curriculum prepares children for the transition to **Key Stage 1** by:-

- Building foundational literacy and numeracy

- Encouraging independence and confidence
- Developing social and emotional skills

Children that experience a rich **EYFS curriculum** offered at CHS are equipped to bloom in our primary school education or any other they proceed to in the world.