



EYFS CURRICULUM POLICY

LAST REVIEW:	August 2025
NEXT REVIEW:	August 2026
REVIEWER:	Primary Leadership Team

Rationale

At RGS EYFS, our curriculum is guided by the principles of the Early Years Foundation Stage (EYFS) Statutory Framework for England, carefully adapted to meet the needs of our diverse international community and the cultural context of Qatar. We believe that young children learn best through play, exploration, and first-hand experiences in a safe, stimulating, and nurturing environment. Our EYFS curriculum provides a balance of child-initiated and adult-led learning opportunities, ensuring progression in knowledge, skills and personal development. It reflects our school's vision and values, promotes British educational standards, and integrates elements of Qatar National Identity, supporting children to become confident, curious, and respectful learners.

Aims

The EYFS curriculum aims to:

- Ensure every child makes the best possible progress across all areas of learning and development.
 - Provide a rich, play – based curriculum that develops children's communication, language, personal, social, emotional, and physical skills.
 - Build strong foundations in early literacy and mathematics, preparing children for successful transition into Key Stage 1.
 - Nurture creativity, curiosity, and problem-solving through hands-on exploration and enquiry. Foster respect, tolerance, and cultural awareness, with an emphasis on Qatar National Identity and global citizenship.
- Support children's wellbeing, resilience, and independence, ensuring they feel safe, valued, And eager to learn.

Delivery

The EYFS curriculum is delivered through:

Prime Areas of Learning: **Communication and Language, Physical Development, Personal, Social and Emotional Development.**

Specific Areas of Learning: **Literacy, Mathematics, Understanding the World, Expressive Arts and Design.**

Characteristics of Effective Learning: **Playing and Exploring, Active Learning, Creating and Thinking Critically.**

Learning takes place indoors and outdoors, with continuous provision, structured activities, and enhancements linked to themes, children's interests and cultural events. Assessment is ongoing through observations, child-initiated learning, and focused tasks, with progress recorded using Tapestry (online learning journal).

The Early Years Curriculum

We believe that young children learn best through play. Our classrooms are full of open-ended, hands-on activities that encourage children to explore, investigate, and learn at their own pace. Both our indoor and outdoor spaces are carefully set up to help children develop independence, solve problems, be creative, and think for themselves. We promote independent exploration, problem-

solving, creativity, and critical thinking.

We deliver the seven areas of learning through a carefully planned curriculum that balances adult-led teaching with child-initiated experiences

Communication and Language: We help children build their speaking and listening skills every day through play, stories, songs, and lots of talking together. By giving children plenty of opportunities to listen and speak, we help them develop their confidence, expand their vocabulary and learn how to express themselves clearly.

Personal, Social and Emotional Development: We support children as they learn how to build positive relationships, making friends, sharing, taking turns, and working together. Children are encouraged to express their feelings, recognise the emotions of others, and begin to manage their behaviour in different situations. We place strong emphasis on kindness, respect, and cooperation. Building confidence is central to this area of development.

Physical Development: We help children develop both their fine and gross motor skills. Children have plenty of opportunities to run, climb, balance, and move in different ways to build strength and coordination. We also support children to develop fine motor skills. Through activities like drawing, cutting, threading, building with small blocks, and using tools such as tweezers and pencils, we help children strengthen the small muscles in their hands and fingers. Additionally, we have 1 focused lesson with a specialist (Please see below for more details)

Literacy: We help children develop early reading and writing skills in lots of fun ways. They listen to stories, learn rhymes and songs. Children are encouraged to make marks, write their names, and enjoy books every day. During Adult-Led time, (FS2 Term 2/FS1 Term 3) we use the 'Talk for Writing' approach to help children develop their speaking, reading, and writing skills. This method encourages children to retell stories, learn new words, and practice how stories are put together. By taking part in fun activities like storytelling and role play, children become more confident in expressing their ideas and improving their literacy skills.

In Phonics, we use the 'Read Write Inc.' (RWI) scheme to teach children how to read and spell. RWI focuses on sounds and letters, helping children decode words and build a strong foundation for reading. By learning to blend and segment sounds, children develop the skills needed to become fluent readers and confident writers.

Mathematics: We support children to explore numbers, counting, shapes, and patterns through practical activities and play.

Understanding the World: We encourage children to explore and talk about the world around them.

Expressive Arts and Design: We give children lots of opportunities to be creative and use their imaginations. They enjoy painting, drawing, making models, dancing, singing, acting out stories, and making music.

Specialist Subjects in Early Years Foundation Stage

Physical Education: Children develop their gross motor skills through a range of movement, games, and activities. Lessons focus on balance, coordination, agility, and spatial awareness, while also encouraging teamwork and cooperation. Children have daily opportunities for physical play indoors and outdoors, in addition to weekly structured PE sessions delivered by a specialist teacher. The

programme promotes healthy lifestyle choices and helps children build confidence in their physical abilities.

Music: Children take part in weekly music sessions, where they explore rhythm, pitch, and sound through singing, percussion instruments, and movement. Music supports language development, listening skills, and self-expression. Opportunities to perform and enjoy music from a variety of cultures help foster creativity and appreciation of the arts.

Arabic: Arabic is introduced through songs, stories, and interactive activities. Lessons are designed to develop listening, speaking, and early recognition of letters and words in an engaging and age-appropriate way. Both native and non-native speakers are supported to develop a positive attitude towards learning Arabic and an appreciation of the language and culture.

Islamic Studies: Muslim children follow the Islamic Studies curriculum, focusing on values, beliefs, and practices introduced through stories, songs, and discussion. All children are introduced to Qatar History through age-appropriate activities, exploring traditions, cultural celebrations, and the local environment. This helps children develop respect for their host country and an early sense of identity and belonging.

Library: In term 1:2 children visit the school library weekly, where they listen to stories, explore books independently, and begin to develop early library skills. This encourages a love of reading and supports early literacy development.

FS1 Nursery

Subject	Number of sessions	Number of minutes
PSED	5	50
Phonics	5	125
Literacy	5	125
Early Maths	5	125
Storytime	5	75
Fine motor	5	75
Music	1	25
Library	1	35
PE	1	50
Arabic	2	100
Islamic	1	50

FS2 Reception

Subject	Number of sessions	Number of minutes
PSED	5	50
Phonics	5	250
Literacy	5	125
Early Maths	5	125
Storytime	5	75
Music	1	25
Library	1	50
PE	1	50
Arabic	2	100
Islamic	1	50

Procedures – Role of staff

Staff are expected to:

- Plan and deliver learning experiences in line with the EYFS framework and Ministry requirements.
- Provide a stimulating environment with opportunities for play, exploration, and

investigation.

- Adapt teaching to meet the needs of diverse learners, including EAL and those with additional needs.
- Use observations (Tapestry) and assessments to inform planning and track progress.
- Model positive behaviour, language, and respect.
- Celebrate cultural diversity and promote Qatar National Identity.
- Work in partnership with parents to support children's learning and development.
- Use resources, schemes, and programmes effectively (e.g., Read Write Inc, Talk or Write).
- Give constructive feedback and foster independence through peer and self-assessment.
- Collaborate with colleagues to ensure continuity and progression when transition to the next year group.
- Uphold the school's vision, values, and policies while modelling professional behaviour and high expectations.

Procedures – Role of students

Children are encouraged to:

- Engage in play and learning with curiosity and enthusiasm.
- Develop independence in self-care, problem-solving, and decision-making. Show
- respect for peers, adults, and the learning environment.
- Persevere and take risks in their learning.
- Share their ideas, interests, and experiences with others.