

## Early Years Foundation Stage (EYFS)

### **Intent**

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Churchfields, ensuring each individual reaches their full potential from their various starting points. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. It should aim to develop children independence, social skills and ability to take risks.

As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy. At Churchfields, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

### **Implementation**

Our implementation seeks to ensure children demonstrate the characteristics of effective learning: Playing and exploring; Active learning; and Creating & thinking critically. Each half term or full term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured to meet the needs of both the children in EYFS and the other year groups in the class. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher and Teaching Assistant can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS, the aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. Quality texts will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

### **Phonics**

We currently use the "Letters and Sounds" programme although are in the process of switching to "Essential Letters and Sounds" in line with Department for Education recommendations. The emphasis

during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. In Phase 2 and 3, children will develop segmenting and blending skills to decode words. During the summer term, children may move on to Phase 4 if they are ready. Children are encouraged to read at home and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

### Mathematics

In Reception, we follow the White Rose Maths Scheme of work, adapted as appropriate for our particular children's needs. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

### Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. The Headteacher and EYFS leader ensures staff receive CPD specific to Early Years to develop their practice.

### Impact

The RBA (Statutory Reception Baseline Assessment) focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of Key Stage Two. NELI (Nutfield Early Language Intervention) NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners. All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Phonic assessments are carried out using phonics tracker to quickly identify pupils that are not making expected progress. Assessments are completed three times per year, whereby the classteacher updates the progress children have made. In the summer term, the EYFS Profile is completed where teachers judge whether the child has met each of the 17 Early Learning Goals (ELG). They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the year one teacher if the child is to move class. Children leave the EYFS stage with the skills, knowledge and confidence to continue their school career.