

EYFS curriculum

Child-initiated learning through play is central to our practice because we know that children learn best through actively engaging with the world around them, through exploring and participating in challenging experiences and when their levels of wellbeing and involvement are high. We have therefore committed ourselves to providing the best possible environments, both inside and outside, to support children's learning and development.

Our curriculum is planned around the needs, interests of our children as well as seasonal enhancements. We identify, through observation and interaction, what children are able to do and what they will need support with and use this information to plan. Our aim is that by the end of Reception our children are motivated and excited about their learning, are independent and take responsibility for themselves and their environments.

WHAT CHILDREN LEARN:

The Seven Areas of Learning and Development and how we implement them

1. Communication and language development:

Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

HOW: adults and children interact throughout the day as children engage in play and there are daily opportunities to talk in small groups. Children make chatterboxes to share with their friends and school adults when they start school. Each week there are 2 focus children and they are encouraged to bring in talking boxes to share with the class. Early talk boost is used for children who need extra help in a small group. Story scribing is used to develop vocabulary. Talk for writing is used and children learn at least one story per term. Poetry basket is also used to develop children's awareness of vocabulary, rhythm and rhyme. The children learn poems by heart.

2. Physical development:

Providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

HOW: Children spend a substantial amount of time outside every day. They build, balance and climb, ride on bikes, play games and run. Inside they develop their fine motor skills using playdough, scissors and pencils, construction resources etc. They can eat their snacks at any time during the day and regularly cook in a small group. Dough disco is done in a small group as well as funky fingers activities. Forest school is done once per week as well as a PE session. In September BEAM co-ordination programme is followed. The children have access to a Penguin garden during activity time and small group times are planned to develop understanding and skills. The children are able to taste and cook food that they grow.

3. Personal, social and emotional development:

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

HOW: Small groups enable children to build positive relationships. Children have free access to a wide range of carefully selected resources which builds their independence and confidence. They are expected to take responsibility for tidying up and keeping the classroom well maintained. Two sessions of PATHS are taught each week.

4. Literacy development:

Encouraging children to link sounds and letters (phonics) and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

HOW: Small group activities support children to develop their ability to rhyme, to hear sounds etc. Phonics are introduced more formally using Read Write Inc scheme. Children take letter cards home to practise recognition/ blending initially. Children are introduced to a range of books, stories, songs and rhymes. Books are placed in all areas of the classroom and outside. Initially children take story books home to share and then reading books based on their phonics. Children are encouraged to use many different mark making materials such as pencils, crayons, felt tips, paints, chalks. They are taught letter formation as part of their phonics as well as a daily handwriting session. In Reception all children work in a small group to develop their writing. They visit the school library in small groups and borrow books following their individual interests.

5. Mathematics:

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

HOW: Cooking is being developed as a real life purposeful mathematical activity. Maths resources are available on a daily basis for children to access independently. Continuous provision offers numerous opportunities to develop mathematical understanding – water play, sand, wooden block play, mud kitchen. Numbers are used as labels in different areas of provision to indicate how many items there should be in a pot. Maths rhymes and songs. Children have a daily maths session using the White Rose Maths scheme. When appropriate children are taught in small groups to ensure key skills are developed. Numberblock materials are used alongside Numicon to develop mathematical understanding and vocabulary.

6. Understanding the world:

Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

HOW: Through a well-planned environment inside and outside that provides a wide range of experiences and opportunities. Across the year children are involved in gardening and cooking. They go on visits in the local area and visitors are invited into the classroom. They have access to a range of technology including the interactive screens. Small groups are planned to develop themes/skills

7. Expressive arts and design:

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

HOW: Through well planned continuous provision which includes painting, pattern making, modelling, music making and role play. Children are also taught the skills needed such as close observational drawing, colour mixing, making music and dance. They join the school singing assembly. Small group times are planned to develop skills/interests.

HOW CHILDREN LEARN:

The characteristics of effective learning:

1. Playing and Exploring

Children investigate and discover things. They are willing to "have a go". Play is the way children make sense of the world and it helps them to bring together everything they are learning. (Tina Bruce)

2. Active learning

Children concentrate, show high levels of involvement and keep on trying when things don't go according to plan. They enjoy achieving what they set out to do.

3. Creative and Critical Thinking

Children have and develop their own ideas, make links between those ideas and develop their own strategies. They demonstrate independence and are prepared to take risks.

4.High Levels of Wellbeing

Children feel comfortable and relaxed. Their basic needs are being met (food, drink, rest, toileting...) and they are interested and happy. They are confident and able to regulate their behaviour.

Sir Michael Wilshaw says: -

“Early years provision is only as good as the quality of interaction between adults and children.”

“Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by- moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

From National Standards document Learning, Playing and Interacting P.22 – 23

Focus Week

In partnership with parents and carers, each child is a focus child at least once a term. Prior to this week each child will take home a form to fill in. During their focus week the staff record child’s experiences on a Learning Journey sheet. When the week is over, we invite the parent/Carer in to school to speak about their child’s progress and to look at their learning journey. The child is then assessed against the curriculum to ensure all staff and parents know the next steps and strategies to be used to ensure progress is made.

The most valuable resource in any setting is the group of adults. The adults are there to teach, they do this through observing and interacting. We ensure that all adults can spot a ‘teachable moment’ while the children are engaged, they know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. Generally, the adults go to the children. The children become involved in activities of their choice. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on, they “teach” through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a challenge, then they will not give up. Rather they will be supported to persevere, overcome the challenge and move forward in their learning.

OFSTED – September 2015

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations”

These teaching moments are then written on the focus child sheets.

We work in this way because ... high level involvement occurs in child-initiated activity. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skilful staff.

Planning in the moment helps to make this possible.

All adults use the warm feedback prompts like the rest of the school when discussing children’s work. Cool feedback is modelled and developed over the year.

Each term the cohort is assessed as to where they are with their learning. This is used to inform future planning, environment changes, resource enhancements and direct teaching. Completing this form each half term allows us to monitor the progress each child and ensure our provision meets their needs. (see form). Observations for focus children are related back to the child’s folder to ensure coverage and progress.

Each half term children are assessed using the RWI assessment sheet and grouped /taught according to their needs.

Parents as partners

Working in a partnership is integral to our practice.

Each child has a contact book where dialogue is encouraged from home/school.

Informal conversations are encouraged in the am /pm

Maths/story cafes

Curriculum meetings especially with regards to phonics/writing and maths held.

Focus forms sent out each term to enable parent/careers to share in their child's learning.

Curriculum wow sheets sent home to encourage parents to share home learning

Every Friday a 'what have we done this week' is sent home to encourage parents to develop/reinforce learning at home

Parents receive a written report at the end of the year assessing their child against ELG.

Transition

- ❖ Transitions are carefully planned
- ❖ Visits to reception are planned for the summer term where a transition booklet is given out
- ❖ Teacher and TA visit all children in their pre school with their year 6 buddy to discuss needs/progress
- ❖ Pre-school staff are encouraged to attend visits in July with their pre school children from their setting
- ❖ Parents are invited to attend a meeting before their child starts school to gain information about School procedures
- ❖ All families are offered a home visit before their child starts school
- ❖ Year 1 and reception teacher meet to ensure smooth transition in to year 1