



# EYFS in Langtree Community School

At our school the Early Years Foundation Stage (EYFS) curriculum is designed to: recognise children's prior learning from previous settings, their experiences at home and provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

## **INTENT**

We use a thematic approach to planning that also follows children's interests by sharing with them the topics and asking them what they would like to learn. Their answers inform our planning and we think carefully about their physical behaviours, the language they may use and the environments they could create.

We appreciate the significance that play has in allowing children to learn and develop across such a broad range of developmental areas as it provides the natural, imaginative and motivating contexts for the children to learn about themselves, one another and the world around them. We believe that a single moment of sustained play can afford children many developmental experiences at once, covering multiple areas of learning whilst reinforcing the characteristics of effective learning.

In our setting there are many different ways in which adults help young children learn. These include 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 they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how the adults assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.

Below are our intent statements for each of the seven subject areas:

## **PRIME AREAS**

### Communication and Language

*To deliver an exciting, innovative curriculum which enables and empowers children's oral communication, creativity and improved vocabulary. To give children rich and varied opportunities to use and embed new words in a range of contexts so they become comfortable using a rich range of vocabulary and language structures.*

### Physical Development

*To develop children's gross motor and fine motor experiences that enable them to achieve personal successes, the appropriate skills and confidence to partake in all sports, handle a*

*range of small tools with accuracy as well as holding a pencil effectively in preparation for fluent writing.*

### Personal, Social and Emotional Development

*To develop children's understanding of 'self-regulation', managing self and building relationships. so that they can lead happy and healthy lives which is fundamental to their cognitive development. Through important attachments that shape their world they learn how to manage their feelings and behaviour and become confident individuals, providing them with foundational life skills across all contexts (home/school/community) and time spans (primary/secondary/later life).*

## **SPECIFIC AREAS**

### Literacy - Reading and Writing

*Reading influences the thoughts, feelings and emotions of all of our children. Through our twice daily 'Story Voting Time', exploration of the 'Lost Words' book weekly, and daily 'Nature Poem' children develop opportunities to explore language, reasoning, and comprehension across a range of genres. We also give the children the opportunity to choose books for their own enjoyment by visiting the library van as a class each half term, and having accessible books around the classroom and in our 'reading corner' to promote reading for pleasure. We have reading records to allow us to monitor the children's reading at home and encourage parents to be fully active and engaged in order to support their child's ongoing development. Children are supported to have the correct pencil grip and scaffolded to apply their own grapheme/phoneme knowledge to write in meaningful contexts as opportunities arise.*

### Mathematics

*Our aim is to develop a sound understanding of number through concrete, pictorial and abstract experiences, as such equipping children with the necessary skills for calculation, reasoning and problem solving that they need in life beyond school. In addition children need to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. We use the NCTEM and Numberblocks to support our teaching of early mathematics, with daily sessions across both Nursery and Reception.*

### Knowledge and Understanding

*To develop a sense of awe, wonder and discovery, observing and asking questions, inspiring and igniting their curiosity about the wider world. To develop children's knowledge and understanding of the nature, processes and equip them with computing skills to support employment prospects for their future.*

### Expressive Arts and Design

*To develop children's imagination through role play, music, dance, drawing, painting and model making. Children use what they have learnt about media and materials in original ways, thinking about their uses and purposes*

## Implementation

Each half term, the Early Years staff introduce a new theme to provide children with the inspiration for learning, whilst providing flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities and a timetable is carefully structured so that they have directed teaching during the day followed by small, focused group work when appropriate. This means the teachers and support staff 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 learning both inside and outside of the classrooms.

We value the importance of language development by encouraging the children to sing songs and nursery rhymes and model language by reading stories aloud, exposing them to a range of books and poetry that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books are embedded in our provision through activities, story sessions and on displays for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and using elements of *talk for writing*, they begin to retell stories from their own actions and ideas.

We follow the Little Bug Club for teaching phonics to develop children's oral blending and segmenting skills, and to ensure consistency across the whole school. Our pre-school children are supported to develop their concentration and speaking and listening skills, laying the foundations for phonics learning in their Reception year. Children are encouraged to read at home and are given decodable books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

There are six key areas of early mathematics learning, which collectively provide a platform for everything the children will encounter as they progress through their mathematical learning at school, and beyond. These are: cardinality and counting, comparison, composition, pattern, shape and space and pattern. There will be an emphasis on understanding the 'counting principles' as these are recognised as the foundations to early calculation. With the support of the National Centre for Excellence in the Teaching of Mathematics (NCETM), we are also using educational videos such as *Numberblocks* to introduce early number concepts. These help children to bring the numbers and ideas to life in the world around them and include opportunities to support mathematical concepts with concrete and pictorial experiences. Practitioners will also model precise and correct mathematical language and use key sentences to provide a language structure to connect each mathematical idea to different contexts. Meaningful interactions with adults will support children in developing mathematical thinking and discussion, helping them to develop the correct and precise mathematical language.

Please see how our Early Years curriculum is carefully planned and sequenced in the Long Term progression document.

## **Wider Curriculum**

Our wider curriculum is taught through the specific learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Teachers and support staff have a good understanding of how these learning and development areas support the National Curriculum through planning of activities to engage and challenge the children. Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology, as detailed in our 'knowledge organisers' for the specific and foundation subjects. Vocabulary will be modelled, both verbally and orally, by supporting practitioners.

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 and working in partnership with our the EYFS team at our federation school Bishops Tawton ensures staff develop good subject knowledge. The Early Years team across the Two Rivers Federation ensures staff receive continuing professional development (CPD) specific to Early Years to develop their practice.

## **Impact**

Prior to children starting, staff spend time speaking to the child's parents to gain an understanding of the whole child before they start school. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline on-entry assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure their progress. A Statutory Reception Baseline Assessment is also carried out and 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 2.

Ongoing formative assessments and observations are used to inform planning and identify how to support children's next steps which are inputted into a 'Notice and Focus' document. This type of assessment does not involve prolonged periods of time away from the children and excessive paperwork. 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. Some observations are uploaded to Tapestry and shared with the supporting parents and carers and some examples are kept within a file.

Summative Assessments, such as Phonics assessments are carried out and analysed using a tracker to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. 'Notice and Focus' assessments are also completed three times per year and identify the progress children have made which is shared with parents during parents evenings. In the second half of the Summer Term, the Early Years Foundation Stage Profile is completed where teachers judge whether the child

has met each of the 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 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation – children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

In addition, at the end of EYFS our children will:

- have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities, · are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.