

Headteacher: David N Poole BEM MA NPQH

## Early Years Curriculum

Hours devoted to each **Prime Area**

<i>Subject/other activity (e.g. enrichment)</i>	<i>Hours per week</i>	<i>Mandatory/Voluntary</i>	<i>Comments</i>
Communication & Language	10	Mandatory	However care must be taken that Literacy and Numeracy are given sufficient focus especially in the Summer Term as preparation for KS1.
Physical Development	6	Mandatory	
Personal, Social & Emotional Development	6	Mandatory	
<b>Total Hours</b>	<b>24</b>		

Our EYFS Programme is based on the statutory framework Development Matters in Foundation Stage (EYFS) and delivered where possible through cross-curricular topics:

- 3 prime areas of learning: communication and language, physical development, personal, social & emotional development
- 4 specific areas of learning are: literacy, mathematics, understanding the world, expressive arts & design

It takes account of the Characteristics of Effective Learning focusing on playing and exploring; active learning and creating and thinking critically.

Transition documents provided by external nurseries as well as Baseline Assessments and the Profile Handbook help teachers to make accurate assessments about each child's attainment, including effective moderation of assessments. They will set high expectations for all Reception Pupils taking account of their starting points.

Children in the Reception classes are encouraged to learn through play individually and co-operatively including taking turns with others, knowing when to ask for help, and sharing ideas about organising their activity within a framework that secures their safety and encourages resilience and independence. Our positive approach to behaviour through our values system will support learning and personal development and will also support the children in forming positive relationships with teachers, support staff and peers.

The School places emphasis on developing pupils who are able express themselves effectively showing awareness of those listening needs. They use past, present and future forms accurately when talking. They are encouraged to develop their own narratives and explanations. Reception teachers use story telling to develop these skills as well as role play activities. The Foundation Staff will model correct and high-quality spoken English at all times.

Headteacher: David N Poole BEM MA NPQH

The four specific areas of learning are taught through both adult and child led planned activities taking account of effective learning characteristics.

**Literacy** - Children are taught to read and understand simple sentences, phonic knowledge in order to decode regular words and read them aloud accurately is taught through games and fun activities. They are also taught to read some common irregular words. They are able to demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics** - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World** - Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive Arts and Design** - Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, role play and stories.

**Through opportunities for indoor and outdoor play** - Reception class children will develop gross and fine motor skills including pen, pencil and computer mouse use as well as balance and coordination. They will be taught about health and hygiene including lifestyles and diet.

Headteacher: David N Poole BEM MA NPQH

**Our cross-curricular approach to teaching and learning** - will develop children's knowledge and understanding of the world, with a particular emphasis on science which will include observations and measurements of animals and plants, simple experiments involving forces (push, pull) and toys, and explore the application of science in a range of technologies as found and used in places such as schools and at home. Children in the Reception classes will take part in creative activities including music making and will explore colour, design, texture, and form through art. There will also be group activities including productions relating to seasons and festivals representing a diverse range of cultures. Reception children will be offered a rich experience of ICT/computing in various forms including devices for writing, editing, displaying and communication, also via floor robots and digital cameras for example. We will use ICT resources to help meet the needs of all our children, and we will place a strong emphasis on both digital literacy and e-safety from day one so that children understand how to remain safe online both at school and at home.

Children learn best when they are happy, safe and secure therefore our aim is to ensure that setting and curriculum will support this. We are committed to encourage self-motivation and develop each child's learning irrespective of their ethnicity or background. It is also important that we prepare the pupils for a successful transition to Key Stage 1.

### **Assessment**

Assessment in the EYFS consists of two main types:

- **On-going assessment** which staff do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning – this is sometimes called 'formative' assessment because it informs the next steps that are planned with the child and the parent;
- **'Summative' assessment** takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. This 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels different children have achieved in the seven areas of learning and development in the Revised EYFS.

Headteacher: David N Poole BEM MA NPQH

- In 2019 new guidance was published. Staff must complete the EYFS profile for each child who will be 5 years old on, or before, 31 August 2019 and this is reported to the Local Authority.

There are 3 judgements:

1. Indicates a child who is at the 'emerging' level at the end of the EYFS.
2. Indicates a child who is at the 'expected' level at the end of EYFS.
3. Indicates a child who is at the 'exceeding' level at the end of EYFS.

Children are defined as having reached a good level of development at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- the prime areas of learning – personal, social and emotional development, physical development, and communication and language;
  - the specific areas of mathematics and literacy
- **Base-Line Assessment** – In September 2020 this will be introduced as a means of evaluating children's starting points. The purpose of this assessment is to evaluate how much progress a school supports its pupils to make from entry into school and Key Stage 2 SATs. It will simply provide a snapshot of all pupils. This information is not shared with parents through Tapestry which also allows parents to contribute as well.