



## Longacre School EYFS Curriculum Policy

*Policy to be reviewed: Mar 2021*

### **1. Our Early Years Department:**

The Early Years Foundation Stage (EYFS) is the statutory guidance for all children from birth to age five. As we have our entire EYFS department on one site this enables a seamless transition from one year group to the next and allows continuity of learning and teaching.

### **2. How we help children learn:**

Children start to learn about the world around them from the moment they are born. The care and education offered by our Early Years department helps children to continue to learn by providing interesting activities that are appropriate for their age and stage of development.

### **3. Learning and development:**

*'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments'. Development Matters 2012*

The unique child is central to our curriculum. We observe the children's development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with their key person/teacher, who responds to their needs in a sensitive and consistent way. We provide an environment in which the child can participate in rich learning opportunities through play and playful teaching. These three elements together ensure optimum opportunities for learning and development.

### **4. The characteristics of effective learning:**

We aim to ensure that the three characteristics of effective learning and teaching; playing and exploring, active learning and creating and thinking critically are embedded into our practice. We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children's natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to 'have a go' at every activity and to persevere to a satisfying conclusion. Each child's development through the Characteristics are recorded on Tapestry observations.

### **5. Learning through play:**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We provide the opportunities for planned purposeful play through a mix of adult led and child initiated activity in the seven areas of learning which make up the new Early Years Foundation Stage. Adult led activity becomes more

predominant as the children move into Reception. The staff plan and provide a range of play and playful activities which help children make progress in each of the areas of learning and development.

## **6. The Curriculum:**

For each area of learning the practice guidance sets out the Early Learning Goals. These goals state what it is expected the children will know and be able to do by the end of the Reception year and we work towards, and in the case of our able children, beyond the Early Learning Goals. We use the Statutory Framework for the EYFS and the 'Early Years Outcomes' guidance to plan the learning for our children.

Cross –curricular links are made where possible to ensure learning is contextual and relevant. Extended provision through after school care, lunchtime clubs and after school clubs are available for some EYFS pupils.

Specialist provision is provided in:

PE and Games	Nursery, Kindergarten and Reception
French	Reception
Forest School	Nursery, Kindergarten and Reception
Music	Nursery, Kindergarten and Reception

## **7. Assessment:**

Formative assessment is embedded into our curriculum. We assess how the children are learning and developing by observing them frequently. We use the information we gain from observations, photographs and samples of their work. Parents are encouraged to contribute by sharing information about their children. Observations of what each child can do are used to identify where they are on their own developmental pathway. Staff record their observations and photographs in Tapestry observations and class assessment documents.. This helps us to plan for ways in which to strengthen and deepen the child's current learning and development.

We have a tracking system in place which measures each child's development against the 'Early Years Outcomes' guidance. Progress can then be measured and areas for support and extension highlighted. At each of the parent consultations, parents are provided with information on how their child is progressing and with a formal written report at the end of each year detailing their child's progress and next steps to progress their learning further. When children join the school in Nursery we ask for the 2 year check to be shared with us as their last formal development check. At the end of the EYFS (in Reception) the children are assessed against the Early Learning Goals. Children are judged to be emerging, expected or exceeding in each Early Learning Goal. The results are moderated by Surrey local authority and shared with the parents and the Form I teachers.

Areas in which the child's learning needs to be challenged and extended are identified and planned for using the appropriate higher age band in the 'Early Years Outcomes' guidance. In the case of an able Reception child, aspects of the Form I curriculum are introduced. Areas in which the child needs support and consolidation are pinpointed. Support is given and an IEP is actioned in consultation with the SENCO and parents if necessary. Similarly if a child is judged to be gifted and talented they are highlighted on the gifted and talented register and extension is provided for them on an individual basis.

## 8. Prime and Specific Areas of Development:

We focus initially on the three Prime areas of learning which are especially important to develop children's curiosity and enthusiasm for learning, for building the capacity to learn, to form relationships and to thrive. They are given lots of opportunities to communicate and express themselves, to participate in physical activity and to develop coordination and control. We encourage children to show a developing respect for others, to treat everyone with kindness and to develop appropriate behaviour.

### Prime Areas

#### Personal social and emotional development

##### ***Making relationships:***

- Enjoying the company of others.
- Developing from playing alongside other children to playing as part of a group.
- Showing an increasing ability to get on with, work and make friendships with other people, both children and adults.
- Developing respect, thoughtfulness and consideration towards others.
- Developing confidence and a positive self-image, which in turn leads to forming positive relationships.

##### **Early Learning Goal**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

##### **Exceeding the Early Learning Goal**

Children play games with rules.

- They understand someone else's point of view can be different from theirs.
- They resolve minor disagreements.
- They understand what bullying is and that it is unacceptable.

##### **Self-confidence and self-awareness:**

- Using their voice, gesture, and eye contact to make contact with other people.
- Showing confidence in themselves and their ability to do things.
- Valuing their achievements.
- Developing independence when choosing activities and resources.

##### **Early Learning Goal:**

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose resources they need for their chosen activities. They say when they do or don't need help.

##### **Exceeding the Early Learning Goal**

Children are confident to speak to a class group.

- They can talk about the things they enjoy and are good at and about the things they don't find easy.
- They are resourceful in finding support when they need help or information.

- They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

#### **Managing feelings and behaviour:**

- Showing a range of emotions such as pleasure fear and excitement.
- Developing an understanding of boundaries.
- Awareness of, and being able to, keep to the rules which we all need to help us to look after ourselves, other people and our environment.
- An expectation that the child's ways of doing things is respected.
- Respecting other people's ways of doing things.
- Understanding appropriate behaviour.

#### **Early Learning Goal**

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

#### **Exceeding the Early Learning Goal**

- Children know some ways to manage their feelings and are beginning to use these to maintain control.
- They can listen to each other's suggestions and plan how to achieve an outcome without adult help.
- They know when and how to stand up for themselves appropriately.
- They can stop and think before acting and they can wait for things they want.

### **Communication and language**

#### **Listening and attention:**

- Listening to familiar sounds, words or finger play.
- Concentrating on an object for short time.
- Enjoying rhymes and rhythmic patterns.
- Listening to others in a small or large group in a range of situations.
- Growing ability to listen to stories and talk about them.
- Maintaining attention, concentration and persevering with a task.

#### **Early Learning Goal**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

#### **Exceeding the Early Learning Goal**

- Listen to instructions and follow accurately.
- Listen attentively with sustained concentration to a story without props or pictures.
- Listen in a large group e.g. assembly.

#### **Understanding:**

- Starting to understand contextual clues such as familiar gestures, words and sounds.
- Developing an understanding of simple sentences.

- Growing ability to follow instructions.
- Developing an understanding of questions (how and why).
- Experiencing a rich language environment.

### **Early Learning Goal**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### **Exceeding the Early Learning Goal**

- After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
- They can carry out instructions that can contain several parts in a sequence.

### **Speaking:**

- Participating in conversational skills with one other person, in small groups and in large groups.
- Increasing ability to use words to describe experiences and develop expressive skills.
- Speaking in a range of situations.
- Talking about stories and introducing a storyline in their play.
- Increasing vocabulary by learning the meaning of and being able to use, new words.

### **Early Learning Goal**

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Exceeding the Early Learning Goal**

- Children show some awareness of the listener by making changes to language and non-verbal features.
- They recount experiences and imagine possibilities, often connecting ideas.
- They use a range of vocabulary in imaginative ways to add information express ideas or explain or justify actions or events.

### **Specialist provision is provided in:**

French for Reception

## **Physical development**

### **Moving and handling:**

- Making movements with arms and legs that gradually become more controlled.
- Crawling, bottom shuffling, walking round furniture to move.
- Increasing control over the large movements the children can make with their arms, legs and bodies so that they can run, jump, hop, skip, roll, climb, balance and lift.
- Increasing control over the small movements they can make with their arms, wrists and hands so they can pick up and use objects, tools and materials.
- Using pencils for writing.
- Being active and interactive, developing co-ordination, control and movement.

### **Early Learning Goal**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

### **Exceeding the Early Learning Goal**

- Children can hop confidently and skip in time to music.
- They hold paper in position and use their preferred hand for writing.
- They use correct pencil grip.
- They are beginning to write on lines and control letter size.

### **Health and self-care:**

- Expressing discomfort, hunger or thirst.
- Feeding or drinking well.
- Making healthy food choices and understanding the importance of physical activity to be healthy.
- Understanding how to look after their bodies by eating a healthy diet.
- Understanding ways to keep safe.
- Growing ability to dress and undress and look after their physical hygiene needs.

### **Early Learning Goal**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Exceeding the Early Learning Goal**

- Children know about and can make healthy choices in relation to healthy eating and exercise.
- They can dress and undress independently, successfully managing fastening buttons or laces.

## **Specific Areas**

As children progress and develop the four specific areas (Literacy, Mathematics, Understanding the world and Expressive arts and design) become increasingly important.

### **Literacy**

#### **Reading:**

- Enjoying looking at books.
- Enjoying and joining in with rhymes and the pattern of language.
- Handling books carefully.
- Knowing that books can be a source of information.
- Hearing and saying sounds in words.
- Developing an interest in a wide range of literature, commenting on the narrative and showing understanding.
- Developing skills to enable reading of simple sentences (including segmenting and blending).

Pupils in Reception partake in the whole school Read, Write, Inc scheme within vertical groups. This is provide three times per week with trained teaching staff.

**Early Learning Goal**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Exceeding the Early Learning Goal**

Reading phonically regular words of more than one syllable as well as many irregular but high frequency words.

- They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- They can describe the main events in the simple stories they have read.

**Writing:**

- Making attempts at mark making.
- Attributing meaning to the marks made.
- Using identifiable letters to communicate meaning.
- Beginning to write their own sentences.
- Knowledge of the purposes for which we use writing.

**Early Learning Goal**

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.

**Exceeding the Early Learning Goal**

- Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.
- They use key features of narrative in their own writing.

## Mathematics

**Numbers:**

- Developing awareness of number names through enjoyment of action rhymes and songs.
- Understanding the use of counting to find how many.
- Understanding ideas about the result of adding more or taking away from the amount we already have.
- Counting on or back along a number line and finding the total by counting all objects.
- Solving problems practically, identifying their own mathematical problems based on their own interests.
- Developing and improving counting, understanding and using numbers.
- Calculating simple addition and subtraction problems.

**Early Learning Goal**

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.

### **Exceeding the Early Learning Goal**

- Children estimate a number of objects and check quantities by counting up to 20.
- They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.

### **Shape space and measure:**

- Attempting to fit pieces into a puzzle.
- Beginning to categorise objects according to shape and size.
- Understanding patterns, sorting and matching.
- Using everyday language to talk about and describe size, weight, capacity, position, distance time and money.
- Using these concepts in their play.

### **Early Learning Goal**

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.

### **Exceeding the Early Learning Goal**

- Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

## **Understanding the world**

### **People and communities:**

- Showing curiosity about themselves and their families.
- Recognising and talking about special times for their families.
- Developing ideas about past and present.
- Learning about their own and others' cultures.

### **Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't 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.

### **Exceeding the Early Learning Goal**

- Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.
- They know that other children have different likes and dislikes and they may be good at other things.
- They understand that other people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

### **The world:**

- Observing closely what animals, people and vehicles do.
- Enjoying and playing with small world models.
- Knowledge, care and concern for the natural world and how it works.
- Knowledge of the world and how it works.



- Understanding similarities and differences.
- Learning about their locality and its special features.

#### **Early Learning Goal**

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.

#### **Exceeding the Early Learning Goal**

- Children know that the environment and living things are influenced by human activity.
- They can describe some actions in which people in their own community do that help to maintain the area they live in.
- They know the properties of some materials and can suggest some of the purposes they are used for.
- They are familiar with basic scientific concepts such as floating sinking experimentation.

#### **Technology:**

- Showing an interest in toys with buttons, flaps etc.
- Operating mechanical toys.
- Learning about computers and other technology.
- Using IT hardware to interact with age appropriate computer software.

#### **Early Learning Goal**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### **Exceeding the Early Learning Goal**

- Children find out about and use a range of everyday technology.
- They select appropriate applications that support an identified need.

## **Expressive arts and design**

#### **Exploring and using media and materials:**

- Beginning to move to music, join in with rhymes and songs.
- Using various construction materials.
- Exploring what happens when they mix colours.
- Exploring and manipulating materials to achieve a desired effect.
- Exploring a range of media and materials, experimenting with colour, design, texture, form and function.

#### **Early learning Goal**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

#### **Exceeding the Early Learning Goal**

- Children develop their own ideas through selecting and using materials and working on processes that interest them.

- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

**Being imaginative:**

- Pretending that one object represents another.
- Creating movement in response to music.
- Engaging in imaginative role play.
- Using paint, materials, music, dance, design technology and role play to express their ideas and feelings.

**Early Learning Goal**

Children use what they have learned 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, music, dance, role play and stories.

**Exceeding the Early Learning Goal**

- Children talk about their ideas and processes that have led them to make music designs images or products.
- They can talk about and make decisions about how media and materials can be combined and changed.