



Longacre School EYFS Curriculum Policy

Policy reviewed: September 2022

Policy to be reviewed: September 2023

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:

***'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'* Statutory Framework for EYFS 31st March 2021.**

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:

Every individual 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 Teaching and Learning (CoETL):

There are three characteristics of effective teaching and learning these are:

- Playing and exploring
- Active learning
- Creating and thinking critically

These are essential components towards children becoming self-regulated learners and they are embedded in 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, using the 7Cs to support their skills. Each child's development through the CoETL 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 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 Early Years Foundation Stage. Staff understand that teaching is in every activity provided within the learning environment, both indoors and outdoors with well planned, and in the moment learning opportunities. All interaction, whether it be child or adult initiated, provides rich opportunities to facilitate learning and setting new challenges plus the introduction to new, relevant vocabulary throughout the activities planned.

6. The Curriculum:

For each area of learning the practice guidance sets out the Early Learning Goals. These goals state the expectation of what the children will know and be able to do by the end of the Reception year. We use the Statutory Framework for the EYFS and the Development Matters guidance to plan the learning journey for our children.

Learning is contextual and relevant and cross curricular links are embedded in our practice. Extended provision through after school care, lunchtime clubs and after school clubs are available for EYFS pupils.

Specialist provision is provided in the following subjects, all linking to the EYFS Statutory Guidance and Development Matters:

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|---------------|-------------------------------------|
| PE and Games | Nursery, Kindergarten and Reception |
| French | Reception, Kindergarten |
| Forest School | Nursery, Kindergarten and Reception |
| Music | Nursery, Kindergarten and Reception |
| Computing | 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. In Reception, the staff regularly assess which children are on track to meet the ELGs and which may need more support to do this. Staff throughout the Early Years use Tapestry to record observations and teachers also complete their own assessments; enabling staff to plan next steps to strengthen and deepen the child's current learning and development.

Parents are encouraged to contribute by sharing information about their children on Tapestry. Sharing of this information enables staff to talk to the children about their experiences out of school.

There are two parent consultations throughout the year where teacher and parents discuss their child's learning. An optional third is offered should the parents wish to discuss their child's written report which is available to them at the end of the year, detailing their attainment, achievement and progress throughout the year. It also gives the next steps of the child's learning.

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. If they join the nursery before they are 2 years 6 months then the child will have a written 2-year check from Longacre. At the end of the EYFS (in Reception) the children are assessed against the Early Learning Goals. Children are judged as to whether they have met the Early Learning Goal; each child is discussed at length by the whole Reception team to ensure an accurate judgement is reached. The results are submitted to the local authority (Surrey) and shared with the parents and the Form I teachers. Should children not achieve the ELG, they shall continue to work on

this within Form I until the end of the Michaelmas term.

Initially in the Nursery 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 co-ordination and control. We encourage children to show a developing respect for others, to treat everyone with kindness and to develop appropriate behavior. Later on, in Kindergarten and Reception we expand the learning into all seven areas. The Early Learning Goals for the end of Reception are detailed below.

Prime Areas of learning

Personal Social and Emotional Development - Early Learning Goals

Self-regulation:

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self:

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Communication and Language – Early Learning Goals

Listening, Attention and Understanding:

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development – Early Learning Goals

Gross Motor Skills:

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Specific Areas of Learning

Literacy – Early Learning Goals

Comprehension:

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics – Early Learning Goals

Number:

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number; 14
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World – Early Learning Goals

Past and Present:

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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The Natural World:

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design – Early Learning Goals

Creating with Materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive:

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.