

Early Years Foundation Stage

Intent

As part of the Early Years curriculum, we offer a balance of child-initiated and adult-led learning using continuous play and small group activities. Adults in the class are able to build on child-initiated activities, to extend further learning opportunities and enable sustained shared thinking to take place. Children then progress and attain across the seven areas of learning. This play-based learning helps the child to achieve their full potential because play based learning appeals to children's natural curiosity and desire to engage in experiences based on their interests, strengths and developing skills as they make sense of their world around them.

We work in partnership with parents/carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. We understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

- We aim to create an indoor and outdoor environment which supports learning. Children learn through play. Their learning is made fun, engaging and suitably challenging.
- We value the importance of our classrooms and outdoor environment and believe that they offer children the opportunity to develop their thinking and problem solving skills.
- We prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- We support the transition of our children into nursery, reception and then onto KS1. We carry out home visits and stay and play sessions for

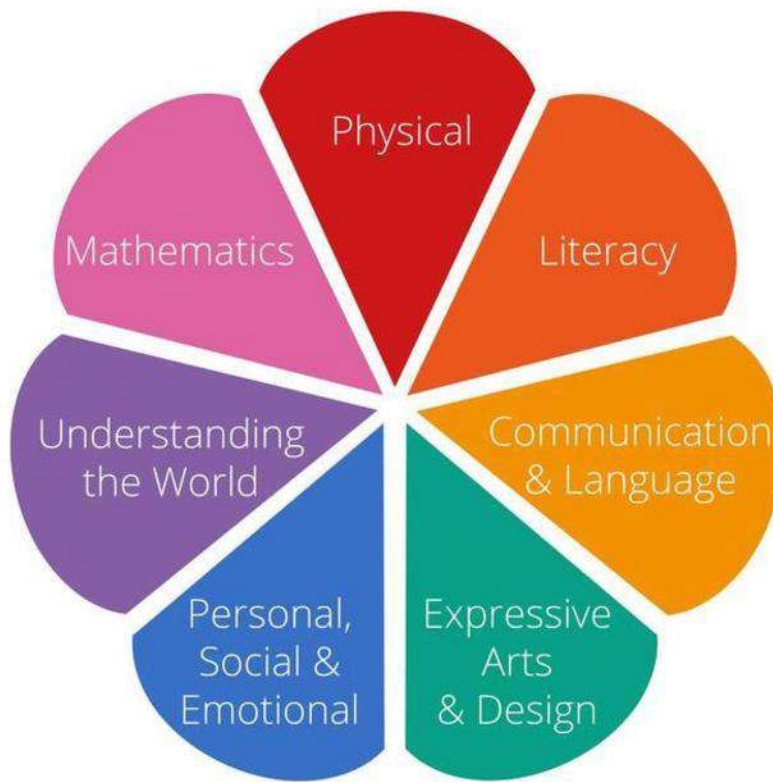
our younger children. Transition into classrooms to meet their new teachers take place before the children begin their journey with us. Transition sessions are carried out at the end of reception to prepare children before they start KS1. We organise and carry out parent meetings to ensure parents can support their child with transition and be prepared for their child's next steps in their journey with us.

- We want our children to be happy, safe, independent, secure, confident and kind individuals so that they will be successful in the future. We want to provide the best possible start for the children to their school life, teaching them skills and giving them experiences which will ensure their well-being now and success in the future.
- We want to give the children the opportunity to work to the best of their ability and have a love for learning.
- We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests.

Adults in the Early Years provide high quality interactions. They are role models for learning. They have the training they need to help the children thrive whilst in our care. All staff have the opportunities throughout the school year to attend courses and liaise with other teachers, both in our own school and other local settings.

Implementation

We follow the Early Years Statutory Framework for the Early Years Foundation Stage. The framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we cover in our curriculum. Our teaching is through a range of topics. We have a curriculum that is child-centred and that is based upon experiences and topics which engage the children.

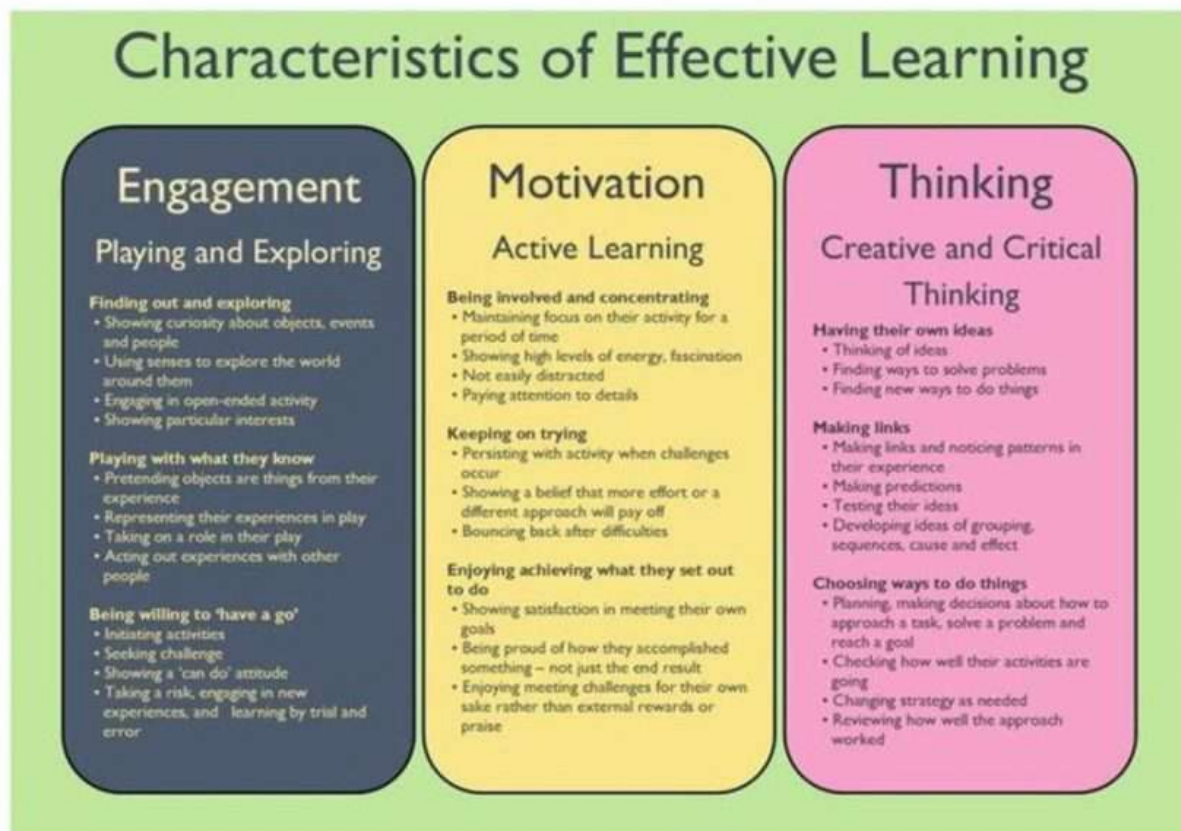


- Active learning is encouraged to ensure the children are motivated and interested. (We take time to get to know children's interests and their likes to support learning).
- All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and

progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- The 7 areas are taken into consideration while planning children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported.
- Our primary goal throughout the EYFS is to support children's receptive and expressive language through a well-planned language rich environment, quality first teaching, experienced adults who know how to support and extend children's language and regular story and rhyme time.
- A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis.
- During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with adults in the class.

- Daily guided activities are also planned to cover different areas of the EYFS curriculum. Through observation and discussion, next steps are identified for all children to ensure all children reach their full potential.
- There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. Adults in the EYFS make continuous observations of the children's learning to ensure their next steps are met.
- The adult's knowledge of the children enable them to provide learning opportunities and a carefully designed curriculum and environment that supports children to reach their next steps. Interventions for groups or individuals are set up when necessary.
- Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The outdoor area is used throughout the year and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place.



- We support and develop our parent partnership through workshops, regular coffee mornings, home visits, stay and play sessions, parent consultation sessions, transition meetings and reports etc.
- We also support the transition into Key Stage 1 for both children and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. We have shared story times with Year 1 staff and transition to the KS1 playground during the last half-term before the summer. Parents are invited to a transition meeting in order to meet their child's new teacher and discuss the changes that will take place once their child has moved into KS1.

Impact

We ensure that our children's reach their full potential taking into consideration of their unique and varied starting points. We endeavour to ensure that all children reach the Early Learning Goals at the end of Reception and we aim to be at least in line with National Expectations. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals. We have good transition procedures in place and we endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception.