



EYFS

# Early Years Foundation Stage 23.24

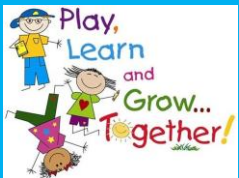




EYFS

# Early Years Foundation Stage

## Intent





# EYFS Intent



# Aim

**At Hensingham Primary School in our EYFS classroom we aim to:**

- Provide a caring, nurturing, positive and exciting learning environment which allows children to develop to their full potential.
- Provide an inclusive link with home and school to allow secure relationships and parental engagement ensuring a positive two-way relationship.
- Deliver a curriculum for all, that considers each child's existing knowledge and experiences. Providing children with knowledge, skills, hands on experiences in a holistic way that embeds learning.
- Enable children to develop characteristics of effective learning which will enable them to become independent, resourceful and resilient learners now and throughout their education.
- Develop learners who are responsible, respectful and resilient, through continued modelling of the appropriate behaviours.
- Create a well-structured yet playful and flexible curriculum that engages and motivates our children, incorporating and valuing their ideas.
- Enable each child, through encouragement and high expectation, to develop, to the full, socially, physically, intellectually and emotionally.



# EYFS Intent

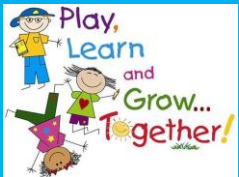
# Rationale

At Hensingham Primary School our curriculum is carefully planned in line with the Development Matters document and is based on what we know engages our children and is relevant to their lives in our small and unique local area.

We review and assess our practice to provide exciting learning opportunities, visitors and experiences within a broad and balanced curriculum. We are passionate about promoting independent, resourceful and resilient learners.

The Early Years team creates opportunities for children to think freely and extend their thinking skills about the world around them.

Our curriculum enables us to provide practical, first-hand experiences together with enabling environments to learn through meaningful play and exploration.





# Long term plans

We have a two-year topic cycle in Hensingham Nursery and Reception. Topics are broken down weekly based on the children's interests and needs. It is curriculum which is flooded with cultural capital, carefully threading all seven areas of learning into the children's daily diet. The curriculum is broken down and planned from a child starting nursery through to reception, using sequential progression to ensure children achieve their ELGs and GLD is met. Ensuring a good transition on to the National Curriculum. At Hensingham, all staff are aware of how important early learning foundations are in preparing a child for their learning journey. Curriculum Leads monitor subjects in Nursery and Reception and through CPD staff understand the curriculum coverage.

Topic Overview:

## Year A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me (Who am I?)	Transport (How can I get home?)	Around the world (What is in our world?)	Spring has sprung (What changes can I see?)	Traditional tales (Who is afraid of the big bad wolf?)	Sea Adventures (What can I see in the sea?)

## Year B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me (What makes me special?)	Discovering Donaldson (Who is hiding in the woods?)	People who help us (Who can help me when?)	Castles and Knights (What's behind the door?)	All creatures big or small (Whose footprints are those?)	Safari (What animals live in the wild?)

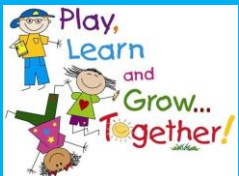




# Long term plan

Each half-term the statements from Development Matters for Nursery and Reception are planned to ensure coverage in all areas of learning over the year.

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Intent



## Spring Term 2 - EYFS Reception Planning – Castles and Knights

Week 1: Text: See Inside Castles	Week 2: Text: See Inside Castles	Week 3: Text: My favourite Book Book review/ character description	Week 4: Text: Princess Story Parts LI - Create a character profile/ Outline letters	Week 5: Text: Princess Story Parts LI - Instructions - how to make a sandwich	Week 6: Text: We're Going on an Egg Hunt
LI - Castle label/Book Maths - Counting & cardinality - PE - WHS EAD - Medieval dance Discovery RE/UW Signs of spring - changes planting seeds in our garden	LI - Design a castle link to EAD/Description of <u>castles</u> Maths - Comparison PE - WHS LW - Compare different castles EAD - Use small and large blocks to build a castle - role play	LI - Book review/ Character description Maths - Composition PE - WHS LW - All about Mother's Day/ <u>Characteristics</u>	LI - Create a character profile/ <u>Outline letters</u> Maths - Identifying PE - WHS PSED - Circle time	LI - Instructions - how to make a sandwich Maths - Distance Learning PE - WHS EAD - Follow instructions to make a banquet sandwich. PSED/UW/Discovery RE - What is Easter?	PE/RE - 1:1 assessment LI - Easter Egg hunt clue <u>cutting</u> Maths - Distance Learning PE - WHS EAD - Easter card/ Going on an egg hunt.



- Communication and Language**
  - 1.3. To ask questions to find out more and to check they understand what has been said to them
  - 1.3. To be able to articulate their ideas and thoughts in well formed sentences
  - 1.3. To be able to connect one idea to another to make a range of connections
  - 1.3. To be able to use talk to help work out problems and to give thinking and creative ideas how things work and why things happen
  - 1.3. To be able to listen to and talk about stories to build familiarity and understanding
  - 1.3. To be able to recall the gist of what they have developed a deep familiarity with the text, cover an exact repetition and cover in their own words
  - 1.3. To use any vocabulary in different contexts
  - 1.3. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Literacy**
  - 1.3. To be able to read some letter groups that each represent one sound and say sounds for them
  - 1.3. To be able to read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few irregular words
  - 1.3. To be able to read some words to match their knowledge and understanding of the story and their understanding of the system
  - 1.3. To be able to form lowercase and capital letters correctly
  - 1.3. To be able to spell words by identifying the sounds and then writing the sound with letters
  - 1.3. To be able to write short sentences with words with known letter sounds and to use a capital letter and full stop
  - 1.3. To be able to read about themselves to find out about their own lives
- Maths**
  - 1.3. To be able to count
  - 1.3. To be able to compare numbers
  - 1.3. To understand the relationship between two things and to find a link between the two
  - 1.3. To explore the composition of numbers to 10
  - 1.3. To be able to mentally recall number bonds for numbers 0-10
  - 1.3. To be able to select, sort and manipulate shapes by size, by developing spatial reasoning skills
  - 1.3. To be able to compare and decompose shapes so that children recognise a shape can have other shapes within it, not all numbers can
  - 1.3. To be able to recognise length, weight and volume



- Personal, Social & Emotional Development**
  - 1.3. To see themselves as a variable individual
  - 1.3. To show resilience and perseverance in the face of challenge
  - 1.3. To identify and recognise their own feelings socially and emotionally
  - 1.3. To think about the perspectives of others
  - 1.3. To manage their own needs
- Physical Development**
  - 1.3. To progress towards a more fluent style of moving, with developing control and grace
  - 1.3. To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education lessons and other physical disciplines including dance, gymnastics, sport and swimming
  - 1.3. To develop their small motor skills so that they can use a range of tools competently, purposefully and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
  - 1.3. To participate and take on a leadership role in unplanned and planned group activities, show and in a group
  - 1.3. To develop overall body strength, balance, proprioception and agility
  - 1.3. To further develop and refine a range of ball skills including throwing, catching, kicking, passing, hitting and aiming
  - 1.3. To develop confidence, concentration, proprioception and accuracy when engaging in activities that involve a ball
  - 1.3. To develop the foundations of a handwriting style which is fast, accurate and efficient
  - 1.3. To know and talk about the different factors that support their overall health and wellbeing regular exercise healthy and active lifestyle and eating health beneficial foods and drinks and avoiding harmful substances and lifestyle choices that are harmful to their health and wellbeing
- Understanding the World**
  - 1.3. Return to and build on their previous learning, refining ideas and developing their ability to represent them
  - 1.3. To create collaboratively sharing ideas, proprioception and skills
  - 1.3. To watch and talk about dance and performance art, expressing their feelings and responses
  - 1.3. To explore and engage in music making and dance, performing solo or in groups
- Understanding the World**
  - 1.3. To be able to comment on images of familiar characters in the past
  - 1.3. To be able to recognise and describe characters from stories, including figures from the past
  - 1.3. To be able to draw information from a simple map
  - 1.3. To understand that comparisons are used to describe things and events
  - 1.3. To recognise that people have different beliefs and celebrate special times in different ways
  - 1.3. To recognise some similarities and differences between life in this country and life in other countries
  - 1.3. To recognise some important events that are linked to the time when they live
  - 1.3. To understand the effect of changing seasons on the natural world around them



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# Early Years Foundation Stage

## Implementation





# EYFS Implementation



At Hensingham, in order to implement our intent, we have:

- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- A curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all pupils, from individual starting points.
- Quality first teaching for all children, planning sequentially and using a thematic approach.
- Providing meaningful learning experiences, developing each pupil's characteristics of learning.
- A range of adult led, adult initiated and child – initiated activities, ensuring high quality interactions that demonstrate and impact on the progress of all pupils.
- Careful assessment opportunities through observations, which are recorded on 'Tapestry' and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside.
- An Early Years lead who monitors teaching and learning to improve standards and outcomes.



# EYFS Implementation



# Communication and Language

We want our children to become great communicators who pay attention, listen well and are active learners. From the outset, we encourage pupils to express opinions, share views, ask questions and speak with confidence and ease to adults and peers. We also place huge emphasis on use of language, broadening vocabulary and teaching new language through daily use of high-quality picture books and role play opportunities.





# EYFS Implementation



## Personal, Social and Emotional Development

We want our children to be happy, healthy and assured of their place in the world. We understand just how important it is to support their personal, social and emotional development as they start out on their education journey. Managing emotions, setting simple targets, learning to share and take turns, managing personal needs and developing healthy eating habits is supported through adult modelling and explicit teaching. Children also learn how to co-operate, make strong friendships and resolve disagreements peacefully during their time in Early Years.





# EYFS Implementation

# Physical Development

In Early Years, our children have daily opportunity to work on their physical development, including strengthening gross motor and fine motor skills. From sensory explorations to developing spatial awareness, balance, co-ordination, core strength and agility, physical development is at the heart of what we do. Children develop good pencil control and a strong hand eye coordination through small world play and daily varied activities of cutting, painting, drawing, gluing, building, threading and playing with malleable materials such as play dough.





# EYFS Implementation

# Literacy - Early Reading

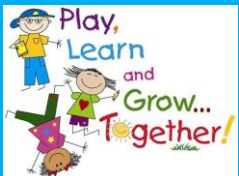
We use Read Write Inc at Hensingham. We use a whole school cohesive approach which ensures it is progressive, consistent and successful. Synthetic phonics is the method used to teach reading and writing. Basic skills are embedded before moving on to more technical phonemes and graphemes. Letters and sounds are introduced within levels alongside red words. We build upon prior learning and ensure all lessons are taught using the same methods and approach. All staff, and children use the same terminology and language when talking about phonics.





EYFS

Implementation



# Literacy - Early Writing

Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves. At Hensingham we plan mark-making and literacy activities around the children's interests to capitalise their engagement with a particular theme or topic. The use of different materials and resources we have encourage children to explore how they can make different marks and control tools with their fingers, wrist and hands. Their bodies are in different positions to utilise tools effectively, the range of tools and positions also builds a child's physical strength which will support them when having to use a pencil and sit at a desk to write. Gross motor skills are also vital to develop as this supports the child's core strength and posture when having to write. We encourage this development by climbing and lifting, and access to outdoor equipment will support this.





# Mathematics

Strong knowledge of number begins in Early Years. Children are taught a deep understanding of numbers to 10 and how to carefully count and understand patterns and relationships between these numbers. Using manipulatives, including ten frames and part whole models, children grow a secure basic knowledge upon which mastery of maths can be built. Children are given many practical opportunities to explore space, shape and measure to develop spatial reasoning skills, they are encouraged to spot patterns and make links.

Maths books are used as the children learn how to show their working out. We use White Rose maths to structure learning across the year.





# Understanding the World

There are many enrichment opportunities in Early Years for children to develop their knowledge and understanding of the world. Educational trips out or visitors coming into school are routinely included in medium term plans to help bring topics to life for our youngest learners. Teachers also share a wide range of non-fiction and fictional stories with the children to help broaden their horizons. Cultural differences are highlighted and celebrated in class and throughout school.

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# Expressive Arts and Design

EAD is an opportunity for children to explore their creativity in an environment where they won't be tested on their skills or choice of technique. It's a great chance for children to be free with their experimentation, as well as a great opportunity for children to have some fun. Participating in drawing or crafts with a large choice of materials, instruments and equipment and no strict guidelines allow children to build confidence in their own creativity.

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# EYFS Implementation

## Characteristics of Effective Learning

At Hensingham we incorporate the characteristics of effective learning (COEL) into all teaching and learning experiences. The children are taught the skills required in the EYFS through weekly or half-termly topics which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to wonder and ask questions about what they are learning and this information is used to plan subsequent lessons. Parents are regularly informed about their child's progress through Tapestry and Class Dojo and they are provided with the expectations and requirements needed to meet the age-related expectations.





# EYFS Implementation

# Continuous Provision

Continuous provision in Hensingham supports our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children have an opportunity to work independently, work collaboratively with their friends and with members of staff indoors and outdoors. Our continuous provision is carefully thought out and planned with every single little one in mind!





# EYFS Implementation



## **Inclusion**

All pupils are able to access the curriculum whilst also being suitably challenged to deepen learning for all and make progression from their starting points. They are all given equal access to the curriculum and provision and a variety of resources are used in order to allow this to happen.

Our inclusive approach ensures all children learn and grow together. This may be through additional scaffolding, 1-1 or interventions such as Nuffield Early Language Intervention. All staff have high expectations of pupils, we work closely with families to support learners in their early education journey.

## **Vocabulary**

We have a vocabulary focus throughout all areas of the curriculum. We take every opportunity to extend the children's language through our continuous provision.

## **Oracy**

Staff encourage oracy through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon here and interventions to assist with speech are put in place.



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# Early Years Foundation Stage

## Impact





## EYFS Impact



# Assessments

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. The children are assessed during the first two weeks of Autumn term. This includes the DFE Baseline and a Trust Wide Baseline assessment. Each term we track the progress the children are making.

We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. Evidence on children's tapestry support all areas of the EYFS curriculum. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Early Years Staff use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to expectations using Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.