

Early Years Foundation Stage

Intent

At Thorns Primary School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress in Thorns EYFS, it is our intent that every child has access to a broad, balanced and differentiated curriculum, which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

- Competent and creative learners; who are curious about the world around them.
- Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.
- Skillful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make at least good progress, from their starting points, and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully planned so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are then followed by small focused group or 1:1 work which then means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision.

The curriculum is planned for both the inside and outside classrooms and equal importance is given to learning in both areas. Our weekly timetables are also carefully structured so that children have rigorous directed teaching in English, Mathematics and Phonics every day. We also ensure regular PSHE sessions to focus on C&L and PSED and carefully planned sessions to focus UTW and EAD. These sessions are followed by focus group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to systematically check for understanding, identify and

respond to misconceptions quickly and provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning. Children are provided with as many opportunities as possible to engage in 'exploration' throughout a variety of experiences, which are carefully planned to engage and challenge them in the provision.

English/ Literacy

Developing a love of reading is important across every area of learning at Thorns. In Reception we use carefully planned core texts which allow us embed our key knowledge, comprehension and vocabulary throughout provision but also give understanding how stories are retold and the familiar language which are used within them. This is then supported by other key texts which are woven in to our everyday provisions.

Phonics

We follow the Little Wandle Letters and Sounds Revised Phonics programme to ensure consistency across the school. In Reception, children are introduced to Phase 2 & Phase 3 new GPC's. They develop GPC and segmenting and blending skills to decode words. During the Summer term, children move on to Phase 4 where they practise and apply all their known skills to longer cvcc words. Children are encouraged to read at home and are listened three times a week in focused reading groups school. They are given decodable books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics

In Reception, we follow the White Rose Maths Scheme of work, which is divided, into 3 weekly units. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations, which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have daily 'NCETM' lessons and child-initiated activities to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas. Children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. Leaders also ensure staff receive CPD specific to Early Years to develop their practice. We also support the transition into Key Stage 1 for both our 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. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.



Impact

Baseline: Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Wellcomm : On entry to Reception, all children are assessed using Wellcomm. This screens children for speech and language ability, often-identifying problems before they become more serious, and provides activities to address them. These activities are led by the EYFS teaching assistant. Well- comm is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention.

Ongoing Observations: All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and examples kept in individual files.

Assessment: Phonic assessments are carried out using phonics Tracker every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments are completed three times per year and shared with parents, whereby the Class Teacher updates the progress children have made. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Characteristics of Effective Learning

Playing and Exploring – Engagement	Active Learning – Motivation	Creating and Thinking Critically – Thinking
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Our School Values

Working Together	Happiness	Achieving Our Potential	Fairness and Equality	Kindness	Safety and Security	Working Together
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Curriculum Drivers in EYFS

<p align="center">Social Responsibility</p> <p><i>Children at Thorns will be encouraged to develop as responsible and respectful members of society, who are law-abiding, polite and thoughtful.</i></p>	<p align="center">Communication</p> <p><i>Children at Thorns will be given wide opportunities to develop speaking and listening skills and learn to communicate effectively with others in a variety of contexts.</i></p>	<p align="center">Possibilities</p> <p><i>Children at Thorns will be encouraged to recognise that they all have the potential to realise their ambitions.</i></p>	<p align="center">Diversity</p> <p><i>Children at Thorns will be encouraged to recognise and celebrate the diversity of life in the 21st century, accepting that society comprises people of many and varied backgrounds, preferences and viewpoints who should live harmoniously amidst a culture of acceptance and understanding</i></p>	<p align="center">Pride</p> <p><i>Children at Thorns will be taught to take pride in themselves, their school and their community. They will be encouraged to celebrate and take pleasure in their own successes and in the achievements of others. They will be keen to learn and do well.</i></p>
<p>In EYFS this might look like:</p> <ul style="list-style-type: none"> • Following set routines and whole school behaviour charter. • Helping keep resources well looked after and tidy up after themselves having respect for their and others belongings. • Speaking respectfully to peers, staff and visitors in school. 	<p>In EYFS this might look like:</p> <ul style="list-style-type: none"> • Daily opportunities given for individuals to converse/ listen and respond with the larger group or in pair/ small groups. • Role play/ drama to use and practise their speaking and variety of language 	<p>In EYFS this might look like:</p> <ul style="list-style-type: none"> • Learn about the unlimited possibilities available to them • Meet and talk to members of the local and wider community who can tell them about opportunities and help them with ambitions for the future. 	<p>In EYFS this might look like:</p> <ul style="list-style-type: none"> • Read stories about different cultures, countries from around the world • Look at stories/ act out and discuss gender roles within families. • Celebrate festivals from around the world 	<p>In EYFS this might look like:</p> <ul style="list-style-type: none"> • Take care of our environment • Looking at taking care of the local and wider environment e.g. forest school, planting, butterflies, litter, ocean plastic pollution.