



Curriculum Overview for Early Years Foundation Stage ~ December 2019

Intent

In EYFS we are passionate about providing a safe and secure learning environment where all of our children feel excited and eager to come to school. We believe in forming positive relationships with children, parents, carers and the wider community. We strive to provide opportunities that inspire, motivate and enthuse our children to learn and foster a love of learning across all areas of the EYFS Curriculum. We believe the following are fundamental to our overall ethos in EYFS

- To develop happy and independent learners
- To develop strong, positive relationships with all children
- To inspire, motivate and enthuse children to become masters of their learning
- To embed the Characteristics of Learning in every day practice therefore creating active, engaged learners, problem solvers, thinkers, communicators and children who are willing to share their own ideas and 'have a go'
- To provide a personalised approach to provision, both indoors and outdoors, following the Reggio Emilia principles to meet the needs of our unique children
- To ensure the natural environment is used as the third teacher
- To provide opportunities for children to develop their gross motor and fine motor skills through quality provision both indoors and outdoors
- To improve boys' writing, closing the gender gap
- To develop children's language and vocabulary by ensuring all early years educators model and teach aspirational vocabulary
- To ensure all of our unique children achieve their full potential, by narrowing any gaps through Quality First teaching and early, timely interventions
- Support for the weakest readers and the disadvantaged

Implementation

- Indoor and outdoor learning environments are organised to encourage children's independence
- Once children have settled, we carefully select the children's key workers based on the relationships they have formed with adults in the setting
- We foster an 'In the moment' approach where children lead their own learning, adults support and extend based on the child's needs

- Next steps are planned with children's interests in mind to ensure they are enthused, inspired and motivated to learn
- The learning environment reflects children's next steps and provides opportunities for them to consolidate and apply their learning. Areas are reviewed regularly to reflect children's interests and progress, therefore achieving their full potential
- The natural environment is used to support children's understanding of the world and their sense of belonging within it. This is achieved by having a strong emphasis on the four seasons and how our environment changes.
- Small, differentiated Phonics and Mathematics groups are embedded into the daily routine
- Dough disco and Squiggle While You Wiggle are embedded within the daily routine, where fine motor and gross motor skills are exercised, providing an active and engaging approach to writing that particularly motivates boys. Children are organised into groups that reflect the children's next steps ensuring accelerated learning for all.
- We believe that positive relationships with children is key to language development
- We particularly value the importance of quality interactions during play where vocabulary is introduced and extended appropriately to the children's development and next steps
- We provide a language rich environment, enhanced with communication in print to give children the opportunity to make meaning to print
- To enrich language development and support cultural capital, we believe in providing exciting learning opportunities both indoors, outdoors and through the wider environment e.g. internal visitors, local area visits and trips such as the Yorkshire Wildlife Park
- Early years educators ensure that they teach and model aspirational vocabulary including topic and subject specific words
- EazMag is used as an electronic assessment tool that informs our planning, identifies children's next steps and any gaps in learning
- We heavily involve parents and carers to support their children's learning at every opportunity e.g. Reading and Writing parent Workshops, Creative Workshops and reading mornings
- Early identification and intervention is put in place for any children needing support, including accessing outside agencies and support for the weakest readers
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Impact

- Considering the children's starting points, the majority of children make outstanding progress across all areas of the EYFS curriculum
- Gaps are narrowed between disadvantaged and vulnerable groups
- Children's experiences are enhanced and broadened therefore increasing their cultural capital
- When children leave FS2, the majority of children are at or above age related expectations in Communication and Language
- GLD is becoming closer to the National average
- Children are ready for the next phase in their education; the foundations are secure

Summary Outcomes

All Early Years Educators within the setting, are determined and passionate about ensuring all children achieve their full potential. By fostering positive, trusting relationships our children feel safe, happy and secure. Therefore, children become independent learners who are

willing to 'have a go'. The enabling environment, which is based on children's interests, ensure children make accelerated progress. Children's learning is consolidated and next steps are addressed through different approaches to teaching that suit the individual needs of each child.

Areas for Action

- Further develop outstanding learning opportunities for our children
- Continue to raise standards in Reading, Writing, Phonics and Speaking and Listening
- Continue to raise standards in Maths, including mastery

Katy Ward and Kelly Jenkins, EYFS Leaders, December 2019