



EYFS Rationale

INTENT

In Early Years, we provide a solid foundation which enables our youngest pupils to become successful, independent and engaged learners of the future for our school and wider community.

The Early Years hold a unique and important position in education: it marks a significant milestone in a child's life, representing both a beginning and an end. For parents, it is the end of early education and care at home and/or across multiple settings, and the start of school.

IMPLEMENTATION

The curriculum within the Early Years is carefully planned to ensure there are plenty of opportunities for the children to talk, learn, gain experience, explore, develop and share their own knowledge of learning through their play; this is embedded through 'The Characteristics of Effective Learning':

Playing and Exploring - children investigate and experience things, and 'have a go';

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through this approach, we ensure that there is sufficient space both indoors and out for children to play and explore with uninterrupted time to do so. The learning environment allows children to engage all of their senses with challenging, creative and innovative opportunities. Open-ended resources are provided so that they can be manipulated, moved and combined in a variety of ways. Resources are chosen to reflect children's interests within the learning environment allowing children to make choices, decisions and follow an interest or line of enquiry.

The areas of provision within the unit particularly promote the Prime Areas of development (*Communication and Language, Physical Development and PSED*) that we feel are key in order for children to succeed in the specific areas independently, especially in Literacy and Maths.

The topics planned for the children are focused around a key text. This exposes children to high quality stories and language that they can use within their independent learning. We also ensure that there is significant and well-planned focused taught time in order for children to be introduced to new concepts within their learning. The children are taught discrete daily phonics and maths sessions.

How is the curriculum planned in the long-term?

The majority of our children will be in our care for two years. We therefore have developed a two-year cycle of planning. Our topics are based around a key text and areas of provision are enhanced to ensure children can explore the topic. However, we still ensure individual interests are developed within independent learning.

What is our approach to teaching Reading in the Early Years?

Phonics is taught using a systematic and synthetic approach in EYFS. Synthetic phonics is a method of teaching reading that focuses on the link between letters and sounds. This approach is based on breaking down and blending letters so that children learn to link sounds with individual letters and phonemes. Our teaching of phonics through 'Letters and Sounds', ensures there is a clearly structured programme with an emphasis on progression, the handbook assists staff to ensure there is consistency in phonics progression.

Our children enjoy daily discrete phonics lessons as part of a systematic programme; gaining satisfaction from putting their learning into practice in their reading and writing. In these sessions they will: re-visit a previously learnt phoneme; be introduced to a new phoneme and have the opportunity to use and apply their knowledge through reading and writing.

Pupils are grouped by their 'phonic ability' for the taught sessions; due to our systematic teaching of phonics, the clear phases of development identified in Letters and Sounds, greatly assist in understanding progression in phonics and support staff in grouping pupils according to their stage of learning.

While we aim to listen to all children read at least once weekly in school, a planned sequence of Big Cat Collins home reading books are matched to the child's phonetic ability so that deliberate practise can also take place at home. Children have access to reading books within provision which are matched to their phonetic ability; these books supplement the Collins Big Cat home reading scheme.

What is our approach to teaching Writing in the Early Years?

In EYFS, *Tales Toolkit* is used alongside *Talk for Writing* to encourage the independent invention of stories using a simple, familiar and repetitive structure. Both approaches are used within provision – enabling the opportunity for independent invention – and through focussed writing practise, where children together learn a model text and work through an innovation stage to re-create a similar but adapted story.



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What is our approach to teaching Maths in the Early Years?

We believe that Maths is all around us and encourage children to realise this by providing a rich environment, with plenty of concrete resources, where children can use and apply their maths knowledge. As well as children learning independently, we believe that a structured Maths Mastery approach will ensure children learn new concepts that they can then utilise for their own ideas and learning. We use White Rose long term plans to ensure we plan for progression and mastery.

RE in Reception

RE is a compulsory part of the curriculum for all Reception age pupils and is taught using the North Yorkshire 'Agreed Syllabus for Religious Education'. We pose the children with these questions: Which stories are special and why? Which people are special and why? Which places are special and why? Which times are special and why? Where do we belong? What is special about our World?

Partnership with Parents: How do we support and encourage parental involvement?

"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."

<https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/>
December 2018

We pride ourselves on our strong parental links; our parents are greatly respected as a part of their child's journey. We encourage their support and involvement from the beginning and throughout their child's time within this important stage of their education.

We encourage parents to attend relevant meetings and workshops to help them to support their child at home. We hold meetings annually that focus on the reading curriculum and how parents can support their literacy development at home.

In EYFS, parents are welcomed and encouraged to visit school at their convenience to read with their child and share in their child's learning.

How do we assess in EYFS?

Learning Journals are used to capture key learning and ensure children know the importance of their own learning, including learning evidence contributed from their families. On-going assessment allows teachers to adjust their activity in the moment, promoting better progress, since the level of challenge or support could be altered quickly to meet children's needs at the time.

Throughout school, we foster and nurture a child's semantic memory through use of repetition and revisits, STEM sentences and focused sessions where the memory is not over loaded. Our learning culture is built on assessment for learning and the belief in the vital importance of questioning when providing feedback.

Reading records are encouraged to be used as a fluid communication between home and school learning. Information gathered from home and school assessments ensures reading books are well matched to the children's phonics knowledge.

How does the EYFS Curriculum Impact on children becoming well-rounded citizens?

Our children's concepts, skills, attitudes and achievements are extended through play and exploration. They are given opportunities to test their ideas, challenge themselves and develop positive relationships with others. Our children leave Glusburn as independent and resilient learners full of curiosity and wonder.



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IMPACT

At the end of the Early Years, we expect our children to be happy, confident, independent, respectful and safe learners who readily enjoy school and the challenges it brings. The children therefore leave Early Years with the skills and ability to adapt to the expectations of the National Curriculum within KS1.

EYFS 2019 DATA

Glusburn EYFS children reaching GLD	74%
% EYFS Nationally	74%
Glusburn EYFS children reaching EXS in READING	76%
EYFS Nationally	77%
% Glusburn EYFS children reaching EXS in WRITING	73%
% EYFS Nationally	73%
% Glusburn EYFS children reaching EXS in MATHS	81%
% EYFS Nationally	80%