

# Early Years Foundation Stage



## Healey Primary School

### EYFS Curriculum Statement

#### Intent

At Healey Primary School, we provide an Early Years curriculum that is inclusive of all pupils within its care. We understand that this is the first stage in your child's education, and we aim to provide a smooth transition into our school family. We acknowledge that to achieve this we need to work in partnership with local nurseries and parents/carers, by providing information and opportunities to visit the school and meet and talk to the Early Years team. This ensures that for all children, regardless of their learning needs and starting point, we can support their social and emotional development, learning and knowledge whilst utilising the cultural capital every child will bring with them on their first day and throughout their educational journey.

We know that **every child is unique**, and we want them to fulfil their own potential to the best of their abilities, across all 7 areas of the Early Years framework. This will be achieved through an ambitious and broad curriculum allowing children to explore, investigate and discover learning for themselves in an environment that is stimulating and inviting; providing learning tailored to each child's skills and stage of development, as every child learns and develops at their own rate. Learning in a safe and stimulating environment will help to build and foster children's prior knowledge and skills that they bring with them from home making learning fun and rewarding, allowing them to build up their resilience and independence going forward.

#### Implementation

In Reception we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), updated September 2021, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides 3 prime and 4 specific areas of learning we must cover in our curriculum.

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

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have a curriculum that combines adult led and child-centred learning to ensure readiness for Year 1, which is based upon topics that engage the children, these are flexible throughout the year to represent the children's interests and needs. We encourage active learning to ensure the children are motivated and use their interests as a starting point. 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 7 areas of learning are used to plan flexible lessons and learning moments for the children to explore their own interests and adult delivered teaching. Across an average week the children will have daily phonics sessions, 4 literacy including 2 Little Wandle reading practice sessions, 4 maths sessions including Mastering Maths strategies, 2 PE, 1 PSED session plus 2 Think Equal sessions, 1 Understanding the World, 1 or 2 Expressive Arts and Design sessions, 1 fine motor lesson, 1 directed communication and language lesson and 1:1 reading time twice a week; this is in conjunction with their choice of 'busy learning' times where areas of continued provision are accessed and children can explore their own curiosities in both indoor and outdoor provision.

A vital aspect in their development of essential knowledge and skills is the use of continuous provision. This means that children are using and embedding taught skills throughout the year and implementing it in everyday situations. This is the start of children developing key life skills such as independence, self-belief, innovation, creativity, enquiry, analysis, problem solving and resilience. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. At Healey, we use an observation tool called Evidence Me, this allows us to take photos and record children's achievement beyond that represented in their work books which is shared with parents at Parents' Evenings and Stay and Play Sessions. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment, including continuous provision, support children to reach their next steps which are displayed in class.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor area is used all year round and in most weather conditions. We ensure activities support the Characteristics of Effective Learning to guarantee learning takes place. These are:

- 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.

At Healey we put a great emphasis on every child's health and self-care and in Reception we work hard to establish relationships and friendships due to the high number of feeder settings, safety and the importance of wellbeing both physically and mentally. A part of that is making sure the children feel a part of the school community; every child has their own Year 6 Special Friend and when they are ready, we join the school in assemblies and other social events. We also have regular dates in the diary for parents/carers to come into school for 'stay & plays', parent workshops, Family Learning sessions, a Christmas Play and Easter craft workshops and Easter Bonnet parade as well as parents' evenings; this is to allow the home/school partnership to continue throughout your child's journey in Reception.

### **Impact**

At Healey we strive to ensure that our children's progress throughout the EYFS curriculum is the best it can be, taking into account their individual starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with Age Related Expectations (ARE).

Evidence in children's work books and photos support all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We track the children's progress throughout the year through data analysis and pupil progress meetings; we put supportive interventions in place when needed for both the prime and specific areas of learning. The experienced teaching 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. A child's ARE, are tracked using the Development Matters expectations using the yearly bands, this includes vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements are moderated both in school and externally with others in the Pennine Collaborative. We also undertake non-statutory Local Authority moderation which validates our school judgements.

All the observation and assessment that we undertake, is to get to know the child better so we can plan for their individual learning and needs; making sure the desired learning impacts each child on an individual and holistic level, leading to children wanting to be inspired to learn happy.