

## CURRICULUM POLICY FOR THE EARLY YEARS FOUNDATION STAGE

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### **Our EYFS Department**

The Early Years Foundation Stage (EYFS) is the statutory guidance for all children from birth to age five. As we have our entire EYFS department on one site this enables a seamless transition from one year group to the next and allows continuity of learning and teaching.

### **How we help children learn**

Children start to learn about the world around them from the moment they are born. The care and education offered by our EYFS department helps children to continue to learn by providing interesting activities that are appropriate for their age and stage of development.

### **Learning and development**

*'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments'. Development Matters 2012*

The unique child is central to our curriculum. We observe the children's development and learning; assess their progress and plan for next steps. We support each child to form positive relationships with their key person, who responds to their needs in a sensitive and consistent way. We provide an environment in which the child can participate in rich learning opportunities through play and playful teaching. These three elements together ensure optimum opportunities for learning and development.

### **The characteristics of effective learning**

We aim to ensure that the three characteristics of effective learning and teaching; playing and exploring, active learning and creating and thinking critically are embedded into our practice. We encourage every child to enjoy their achievements and develop their own ideas. We seek to encourage children's natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to 'have a go' at every activity and to persevere to a satisfying conclusion.

### **Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We provide the opportunities for planned purposeful play through a mix of adult led and child initiated activity in the seven areas of learning which make up the EYFS. Adult led activity becomes more predominant as the children move into Oak Reception. The staff plan and provide a range of play and playful activities which help children make progress in each of the areas of learning and development.

## **The Curriculum**

For each area of learning the practice guidance sets out the Early Learning Goals. These goals state what it is expected the children will know and be able to do by the end of Oak Reception year and we work towards, and in the case of our able children, beyond the Early Learning Goals. We use the Statutory Framework for the EYFS and the 'Development Matters' guidance to plan the learning for our children.

## **Curriculum Enhancement**

To further enhance our curriculum, we have specialist teaching sessions and specific focus weeks. Robins, Skylarks and Oak Reception have weekly music and PE session. Skylarks and Oak Reception have weekly swimming and we introduce weekly French lessons in Oak Reception. Throughout the year we have enhancement weeks, e.g. Health & Safety Week, to further extend the children's experiences and learning.

## **Assessment**

Formative assessment is embedded into our curriculum. We assess how the children are learning and developing by observing them frequently. We use the information we gain from observations, photographs and samples of their work. Parents are encouraged to contribute by sharing information about their children. Observations of what each child can do are used to identify where they are on their own development pathway. Staff record their observations and photographs in a 'learning journey' (Nursery) or profile (Oak Reception). This helps us to plan for ways in which to strengthen and deepen the child's current learning and development.

We have a tracking system in place which measures each child's development against the 'Development Matters' guidance. Progress can then be measured and areas for support and extension highlighted. At each of the two parents meetings parents are provided with information on how their child is progressing, and with a formal written report at the end of each year detailing their child's progress and next steps to progress their learning further. We ensure all children receive 2-year-old developmental checks and this is shared with parents. At the end of the EYFS (in Oak Reception) the children are assessed against the Early Learning Goals. Children are judged to be emerging, expected or exceeding in each Early Learning Goal. The results are moderated by Surrey local authority and shared with the parents and the Year 1 teachers.

Areas in which the child's learning needs to be challenged and extended are identified and planned for using the appropriate higher age band in the 'Development Matters' guidance. In the case of an able Oak Reception child, aspects of the Year 1 curriculum are introduced. Areas in which the child needs support and consolidation are pinpointed. Support is given and an ISP is actioned in consultation with the SENCO if necessary. Similarly if a child is judged to be gifted and talented they are highlighted on the gifted and talented register and extension is provided for them on an individual basis.

## **Prime and Specific Areas of Development**

The EYFS Curriculum is split into 3 Prime Areas and 4 Specific Areas:

### **Prime Areas**

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development

### **Specific Areas**

- Literacy
- Understanding the World
- Maths
- Expressive Arts & Design

## Early Learning Goals

Personal, Social & Emotional Development	<b>Making Relationships</b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	<b>Self-confidence and Self-awareness</b>	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	<b>Managing Feelings and Behaviour</b>	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication & Language	<b>Listening and Attention</b>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	<b>Understanding</b>	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	<b>Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	<b>Moving and Handling</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	<b>Health and Self-care</b>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	<b>Reading</b>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	<b>Writing</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	<b>Numbers</b>	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using qualities and objects, they add and subtract two single digit numbers and count on or back

		to find the answer. They solve problems, including doubling, halving and sharing.
	<b>Shape, Space and Measure</b>	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Understanding The World</b>	<b>People &amp; Communities</b>	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	<b>The World</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
	<b>Technology</b>	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>Expressive Arts &amp; Design</b>	<b>Exploring &amp; Using Media &amp; Materials</b>	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	<b>Being Imaginative</b>	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Exceeding Early Learning Goals

<b>Personal, Social &amp; Emotional Development</b>	<b>Making Relationships</b>	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
	<b>Self-confidence and Self-awareness</b>	Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the thing they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
	<b>Managing Feelings and Behaviour</b>	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.
<b>Communication &amp; Language</b>	<b>Listening and Attention</b>	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a large group, for example, at assembly.
	<b>Understanding</b>	After listening to stories children can express views and about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.
	<b>Speaking</b>	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
<b>Physical Development</b>	<b>Moving and Handling</b>	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
	<b>Health and Self-care</b>	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
<b>Literacy</b>	<b>Reading</b>	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

	<b>Writing</b>	Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
<b>Maths</b>	<b>Numbers</b>	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)
	<b>Shape, Space and Measure</b>	Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.
<b>Understanding The World</b>	<b>People &amp; Communities</b>	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
	<b>The World</b>	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
	<b>Technology</b>	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.
<b>Expressive Arts &amp; Design</b>	<b>Exploring &amp; Using Media &amp; Materials</b>	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decision about how media and materials can be combined and changed.
	<b>Being Imaginative</b>	Children talk about ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

This Policy was ratified by the Compliance Committee: 10th November 2017