



Deepdale Community Primary School Policy for Early Years Foundation Stage



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the wider curriculum
- Strive to be healthy
- Love language.

This policy outlines the intent of our pupils' Early Years education. It also describes our agreed approach to implementation.

Vision for Early Years

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised Early Years Statutory Framework 2021. It is sequenced to ensure that it leads smoothly into the National Curriculum at Key Stage 1 in a way that is relevant and meaningful for all children. Reading, Writing and Maths underpin our whole curriculum. In addition, it is mandatory to use the Characteristics of Effective Learning to show how children learn.

Curriculum Design

Our curriculum is designed for children to learn from a mix of focus adult-led tasks, guided provision and child initiated learning within provision that are weaved throughout the day.

Sequenced curriculum objectives are aligned to the 2021 Early Learning Goals and we have deliberately repeated key themes and stories throughout the EYFS to ensure children can build on their knowledge and have opportunities to develop and apply skills from the prime areas of learning and development. As children move through the phase, the curriculum is sequenced to prepare them for Year 1.

The Early Years Framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;



The Prime Areas:

- **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The Specific Areas:

- **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)



- **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive Arts and Designs**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Curriculum Implementation

Principles of Teaching & Learning

When planning our curriculum, we have taken into consideration the four guiding principles that shape practice in our Early Years setting:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in an enabling environment with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Planning and teaching and learning will be organised through the use of long, medium and short terms plans. There is an identified topic/theme for each half-term where there are two or three core texts chosen for the children to



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experience alongside a variety of supplementary texts. Both the topic area and related books are used as a basis for planning exciting learning opportunities linked to the EYFS curriculum and children's interests.

Oracy, Phonics and Early Reading sit at the heart of our curriculum at Deepdale.

At Deepdale, we love language, and opportunities to develop both the children's speaking and listening skills are embedded within our Early Years Curriculum. From modelling conversations, joining in with songs and rhymes and through exploring language in our carefully chosen core texts, the foundations of all future learning are formed. From Nursery to Year 6, we aim to build a culture and love of reading that permeates every classroom *alongside* teaching the essential skills of reading. In the EYFS, quality texts stimulate all forms of literacy and all children leave reception with a strong cultural knowledge of well-known fairy tales, nursery rhymes and stories. The journey of a reader in the EYFS is well mapped out. From developing a phonetical awareness, to engaging in conversations about books and characters, to daily phonics instruction, and then developing their own independent reading strategies, children will leave the EYFS being able to successfully access the next stage of their learning in Year 1 and beyond.

Organisation and Management of EYFS provision

- The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years.
- In our school we have two part-time Nursery classes and three full-time Reception classes. Each Nursery class has 26 places and children are offered a place in the term in which they have their third birthday. Places are flexible and parents may wish their child to attend for full days, part time or a mix of both.
- Lunch times are held in the school dining room for both Nursery and Reception children. The children are supervised by the class based teaching assistants over the lunch time period.
- All four classrooms are based around a central area which provides opportunities for focus group learning. There is an outdoor area consisting of a playground and small garden space that is for the sole use of the EYFS. These shared spaces are available to the children over the day.
- We enrich the Early Years framework with our curriculum to enhance the experiences and opportunities available to the children. This includes special events and celebrations, memorable experiences and themes selected to drive the curriculum.
- Our teaching of synthetic phonics is based on 'Red Rose Letters and Sounds' and our teaching of mathematics is guided by the belief that it is essential for children to develop a strong grounding in number.
- We have access to Acorn Psychology and support services who provide advice and support for children with SEND.

Working in partnership with parents and carers

We recognise that parents are children's first and most enduring educators and we value the contribution that they make at every stage of the children's development. We do this through:

- Induction meetings that give parents the opportunity to meet the EYFS staff alongside gathering information about the school.
- Home visits for the children starting Reception who have not attended our Nursery provision.
- Home visits or parent meetings for children attending our Nursery provision.
- An Open Day where parents and children can visit the school and spend time in each classroom and outside provision. There are then further opportunities for the children to visit school and spend time in their allocated class during Transition Days.
- An open door policy where an adult from each class is outside and available to talk to parents at the beginning and end of each day.
- Class Dojo which is used by the Class Teachers to share information with parents.
- Parents Evenings that are held twice a year.
- Termly Workshops/Meetings.
- Half-termly Learning Overviews.



Inclusion

In keeping with our intent of seeing every child as a unique individual with the capacity to thrive and be successful, the EYFS curriculum provides challenge for all children. This is through a range of differentiated approaches but centred on the need for Quality First Teaching. Additional in class support, targeted questioning and interventions are also used.

At Deepdale, no child shall be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability as detailed in the school Equality Policy. With support from the school SENCO, teachers in EYFS will plan for children with special educational needs ensuring that all children have the opportunity to develop to their full potential. If a child with identified SEND enters the Early Years, a meeting will be held and a plan devised to support the child and parents in their transition into school.

Curriculum Impact

Assessment Reporting & Recording

Assessments are ongoing throughout the Foundation Stage using mainly formative assessments alongside observations of the children. Observations and individual assessments will inform the judgements made for each child against the termly Deepdale Checkpoints in all 7 areas of learning. These checkpoints are progressive and build to reach Early Learning Goals. Half-termly Pupil Progress Meetings are held with all teachers to celebrate the success being made towards the termly checkpoints and also identify areas for intervention moving forward.

In Reception, the Early Years Tracker is used as an assessment tool and is updated and analysed termly. The children will also undertake the mandatory 'Reception Baseline Assessment' during their first half-term which is carried out by the class teachers. The data is used to identify next steps and inform planning.

Reporting

At Deepdale we report the children's progress towards the Early Learning Goals with parents at the end of the Reception year. This is in the form of an end of year report which is written by the class teacher. The report provides parents with a well-rounded picture of a child's knowledge, understanding and abilities; their attainment against the expected standard and their readiness for Year 1.

Recording

In our Early Years the children record their individual learning journey through:

- Individual Reading Diaries for Reception children
- Individual Writing books for Reception children
- Individual Maths books for Reception children
- Floor books for Nursery and Reception children

Admissions and Transition

Children can be admitted into the Nursery during the term that they turn three. Home visits or parent meetings are carried out prior to the start date.

Children start Reception during the first five school days in September beginning with the children who have attended our Nursery. Children are welcomed on a part-time basis for a short time. Home visits are completed prior to admission, and the children and parents are invited to attend an Open Day in June in addition to a Transition Day



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session in the Summer Term. Parents are also invited to attend an information session which outlines the structure of the day, the routines and what the expectations are within Nursery and Reception.

Children who start Nursery or Reception when the academic year has already begun will attend a meeting in school with a member of the Leadership Team. This will provide an opportunity for a member of staff to meet the child, complete admissions paperwork, and discuss the structure of the day at Deepdale Community Primary School with parents. A start date will then be arranged, considering the potential need for transition. We would initially invite a child who is new to Reception into school for their first day until lunchtime and a child who is new to Nursery for one hour and then build up their time as they progress through their first week.

Should it be felt that any child would benefit from an extended period of transition, this will be planned and coordinated by a member of the School Leadership Team in collaboration with parents.

Links to other policies

- Teaching and Learning Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Inclusion Policy
- Phonics and Early Reading Policy
- Mathematics Policy

Review:

This policy was written in November 2022 and will be reviewed in November 2023.

This policy was reviewed in November 2023.

This policy will be reviewed in November 2024.

S. Pollard