

INTENT

At High Green Primary School, we aim to **raise standards, improve outcomes and support each pupil's welfare, learning and developmental needs** in the EYFS by:

- Providing a broad and balanced curriculum which is in line with the statutory framework for the EYFS
- Recognising that all pupils are unique and special, understanding that all pupils have different needs, their own learning style and develop at different rates
- Providing a safe, secure and caring environment that enables and develops learning, including outdoor learning
- Encouraging pupils' independence and decision-making skills
- Raising pupils' awareness of their identity and role within the community
- Teaching appropriate methods of expressing needs and feelings
- Developing pupils' understanding of social skills and the appropriate behaviour towards one another
- Providing learning experiences which reflect pupils' personal interests and build on their existing knowledge
- Understanding the importance of play in pupils' learning and development

IMPLEMENTATION
The Early Years Foundation Stage Curriculum

Staff follow the 2021 statutory framework for the Early Years Foundation Stage. We use this framework to develop our curriculum, which we tailor to the children's needs and interests.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas these areas as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The children work towards the 'Early Learning Goals' which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year, helping to prepare them for future learning. More information can be found on the DfE website or www.foundationyears.org.uk, or please talk to staff who will be happy to help.

The EYFS curriculum at High Green Primary School is designed to recognise children's prior learning from previous settings (the class teacher visits pre-school settings, liaises with the staff and meets the children) and their experiences at home to provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.

Staff ensure the EYFS curriculum supports the Characteristics of Effective Learning to ensure a deep level of 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

Phonics:

The children have a daily phonics lesson following Little Wandle letters and sounds validated scheme, *please see our English Statement for Learning for more information about Little Wandle*. Reading books that we send home apply and reinforce the child's known phonemes (sounds). Children have access to Little Wandle decodable books. They have three reading sessions per week with a member of staff who is fully trained to deliver the Little Wandle scheme. Staff work closely with parents throughout the year in order to support the children to consolidate their phonics skills at home. At the beginning of each week, the children take home a learning sheet, which informs the parents of the phonemes the children will be learning that week, including activities that the children can do at home to support learning in school. For more information and for some helpful tips for home :

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Mathematics:

The children have a daily mathematics lesson following the White Rose Maths scheme. The scheme takes the end of year Early Learning Goals into account, by creating a progression that supports teachers in building up the key small steps in learning throughout the year. The progression helps support the coverage whilst still providing flexibility with how long to spend on different topics depending on the classes' needs. The progression is then broken down into small steps, within the small steps; there are key questions to support all adults within the setting to unpick children's understanding and to enable them to move forward with their learning. The suggestions for learning activities can be used for either short adult-led inputs or group activities with the children. Each of the blocks of learning contain a 'Digging Deeper' page with ideas of activities that will challenge children further and deepen their understanding. Throughout the scheme, links are provided to other materials that will support teachers further. These include web sites, books, songs and further activities to help provide a well-rounded curriculum.

The progression overview shows that in Autumn, we focus on numbers to 5 and that it is important that children use and experiment larger numbers as well. Large numbers excite small children as they have an air of mystery about them. They see larger numbers all around them in everyday life and these are fed into the classroom through the numbers used in displays and role-play situations that mirror real life. Although the WRM Reception schemes focus on deepening understanding and build the number sense of smaller numbers, children should also have the opportunity to discuss and experiment with larger numbers so they understand them in context without yet having to understand their composition.

There is a large weighting towards number in the Reception progression, it is still vital that children are given the opportunity to develop their understanding of shape, space and measure (SSM). This is evident in the schemes through interleaving content into other areas of learning. Understanding SSM is essential for making sense of the world. We create environments that allow children to experiment with SSM in child-led play as well as through the suggested activities in other blocks of learning from the schemes.

The White Rose Maths Reception Schemes have been designed to give support in delivering short adult-led sessions, group activities and games that support the development of early number strategies. Alongside this, we provide children with opportunities to follow their own interests through play, supported by ourselves to move children forward in their learning and foster a lifelong love of maths.

IMPACT

An integral aspect of the curriculum is that children are prepared for the future. In the EYFS, children's individual identities are valued and our children are kind and caring whilst also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique. All children have the potential to achieve and our broad, varied curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values.

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for Year 1 and beyond.

- They will have strong communication skills and will listen respectfully and with tolerance to the views of others
- They will take pride in all that they do, always striving to do their best
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge
- They will develop a sense of self-awareness and become confident in their own abilities
- They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

Transition:

Parent/carers and children are encouraged to visit our Reception class prior to making a decision about enrolment. We endeavour to extend a warm welcome and give you an insight into school life here at High Green Primary. Please ring the school office to arrange a date and time to come and visit us.

To ensure that your child has a smooth start to their school life at High Green Primary, we offer a transition programme including the class teacher visiting pre-school settings, transition sessions into school and activities for you to carry out with your child over the Summer, helping to prepare your child for school. Our transition programme gives the class teachers and children an opportunity to get to know each other a little before they start school in September.

Parent Partnership:

Developing a good partnership with parents is one of our key aims in ensuring children have the best start in life. Whenever possible, staff will be available to answer parent questions or deal with any concerns that may arise. Throughout the year, staff meet with parents/carers to improve their confidence and ability to support their child's learning and development, forging positive and effective partnerships with parents from the very beginning. Online platforms such as Seesaw and Tapestry are also used as means of communicating with parents/carers.

Information and Updates:

The 2021 statutory framework for the Early Years Foundation Stage can be found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)