



## September 2023

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

### Intent

At Keelby Primary Academy we want our children to learn in a safe and stimulating environment, where they can be their unique selves. As a starting point, we work in partnership with parents, carers and other settings to provide the best possible start at Keelby Primary Academy, ensuring each individual reaches their full potential from their various starting points and ensuring our environment is welcoming to each individual. We then keep these partnerships throughout the year to ensure clear, high quality communication is maintained, as we believe this benefits all of the children involved. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We aim to provide a curriculum that encourages our children to become curious and resilient learners, who love to be in school. At Keelby Primary Academy we acknowledge the fact that, due to the pandemic, children starting in EYFS 2021 and 2022 will have spent half of their lives in a lockdown. We want our curriculum to give children experiences they may not have been able to have had. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning behaviours, these can be found across the school. We have adapted the whole school curriculum to ensure our EYFS children are included and also to provide our children with the foundation skills they will need to succeed throughout their time in school. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We following children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.



## Implementation



Each half term, the whole has a topic focus and this is designed to include EYFS. The children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children and is always adapting to maximise the children's time throughout the day including small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

### Phonics and Reading

At Keelby Primary Academy, we use the 'Little Wandle' scheme of learning for our phonics. This ensures a consistent approach across the school. In Reception the children immediately start their first term learning Phase Two, here they develop Grapheme-Phoneme-Correspondence and segmenting and blending skills to decode words. Where Phase One is still necessary for some children, they are given daily intervention to ensure they remain at the pace as their peers. By Spring Term, the children have moved onto Phase Three and by Summer Term, they will have completed Phase 4.

Alongside the phonics scheme, we have also implemented the 'Little Wandle' reading scheme too. This directly links to their scheme of phonics, with a clear progression of phonics skills. Within the scheme all of the children read with an adult, three times a week. This gives the children the opportunity to apply their phonics to their reading and practise the key skills they need to become fluent readers.

From the moment the children start we encourage them to share stories with the adults at home, we think it is vital that the children experience a wealth of books and stories, both reading them and being read to. Our children are given the opportunity to choose a book from the book corner that they can enjoy with their adult and they are also assigned a book online that matches their phonetic ability.



## Literacy

There is currently a whole school approach to writing using the Jane Considine scheme 'The Write Stuff'. This has a large focus on high quality and powerful vocabulary. The children are introduced to new and exciting vocabulary every day and expected to apply this throughout their provision. The scheme models writing high quality sentences before giving them the opportunity to write their own sentences, with the expectation they include their new vocabulary.

Throughout the children's provision there are regular opportunities to write, whether it be writing menus in the role-play, to labelling their buildings in the construction zone, our children are encouraged to write regularly.

## Mathematics

Our children are taught using both the NCETM and White Rose scheme of learning, this encourages children to have a deep and knowledge and understanding of the mathematical concepts. Through careful provision and high quality interaction with the adults in the room the children are given the opportunity to

## Wider Curriculum

Our EYFS children use a whole school approach to their wider curriculum and through thoughtful and considered planning, the subject leaders of each topic have a good understanding of how the EYFS curriculum builds the foundations of knowledge for each topic. The children in EYFS are spend a half term with the same topic focus as the whole school and the provision is carefully thought out to give children opportunities to apply their topic based knowledge to their play.

Every Wednesday the children experience 'Welly Wednesday' where they have the opportunity to explore the school grounds, with a focus that links directly to 'Understanding the World' this allows children the opportunity to use the environment around them to develop their knowledge of the natural world around them.

The children also enjoy experiences outside of school to deepen their knowledge and understanding of the topics they are learning. They have opportunities to visit the Library and go for walks in the local area, as well as day trips to relevant museums, galleries and the theatre.



## Impact

By the time the children finish their year in EYFS, they leave EYFS with the necessary knowledge and skills to progress successfully throughout their time at Keelby Primary Academy. Through high quality teaching and planning, the children have access to a range of experiences and learning that ensures they have developed their passion and enthusiasm for learning.

There are several opportunities to assess the children's progress throughout the year. Half termly phonics, maths and writing assessments allow us to monitor the progress across the subject and plan daily 'keep up' sessions to ensure the children make sufficient progress. From this individual targets can be set to support the children, either in their interventions or through high quality interactions in the continuous provision.

Ongoing observation ensures that the children's next steps remain updated and relevant to the need of the individual child. This ensures that where there is high quality engagement in a task, the practitioner can draw on their own knowledge and experience to ensure that the children make progress against their steps.

In addition, well thought out and purposeful transition opportunities ensure that the children are well equipped for starting year one. Throughout the year they have frequent interactions with different members of staff, ensuring they are familiar with all adults across the school and confident to approach each one.