



Milverton Community Primary and Pre-School

Early Years Foundation Stage (EYFS) Curriculum

Milverton Community Primary and Pre-School are early adopters of the EYFS reforms from September 2020.

Throughout the Pre-School and Reception class we embed the Early Years Principles in all aspects of school life. These principles are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development.

The children develop their skills, expand their knowledge and demonstrate their understanding through 7 areas of learning and development which shape the activities and experiences the children have. These are broken down into prime areas and specific areas. The three prime areas are:

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

The four specific area are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Milverton Community Pre-school practitioners work with the youngest children to ensure they have a strong foundation in the three prime areas. All of our pre-school practitioners have a secure understanding of the importance of developing children's language and extending their vocabulary whilst providing them with opportunities to experience all 7 areas of learning.

During the Reception Year all aspects of learning are brought together effectively through playing and talking. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Well planned play, both indoors and outdoors, is a key way in which children learn with enjoyment and challenge. When planning we are sensitive to the individual development of each child. The flexibility of our learning environment encourages us to be innovative in

our use of our beautiful school grounds; indeed, they are an invaluable teaching and learning resource. We value the partnership between parents and school and know that by working together we can have a positive impact on the child's development and learning. Children learn by playing and exploring, being active, and through creative and critical thinking. Children learn through child-initiated and adult-led activities which are set up to cater for individual needs and are inspiring and engaging and linked to individuals interests. All pre-school and reception class staff stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interaction, coupled with secure routines for play and learning. Assessment is on-going through observations and questioning and feeds into next steps planning to ensure that all children reach their full potential.

At the end of the reception year children are assessed against the expected level of development known as the Early Learning Goals (ELGs). These are the knowledge, skills and understanding children should have at the end of the academic year in which they turn 5. Our reception class teachers make a holistic, best fit judgement about a child's development and their readiness for year 1. These judgements are made using the teachers knowledge of the child and their own expert professional judgement.

Further information regarding EYFS Learning and Development from '*The Statutory framework for early years foundation stage - EYFS reforms early adopter version July 2020.*'

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.

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.

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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 Design:

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.