

Oak CE Primary School

EYFS Overview



Vision

At Oak CE Primary School we believe that children deserve the care and support they need to have the best start in life. We know that their experiences in early years have a major impact on their future life chances, they learn more in their first five years of their lives than any other time. We provide a balanced, relevant and engaging curriculum where their right to be safe, healthy and happy is central to our provision. We provide effective teaching and learning within a culture of challenge, nurture and support. Children's confidence and emotional wellbeing is key. At Oak we believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged, valued and built upon. We want our children to develop a love for learning which they will carry with them through life. Parental involvement is vital and their role as co-educators is valued and nurtured through effective communication and shared opportunities in school to join in learning. Our provision supports children from 2 years old.

Our children in Early Years follow the statutory framework for the Early Years Foundation Stage. Bespoke, stage appropriate curricular goals ensure learning is meaningful and relevant to our context, whilst also preparing them for the National Curriculum in Year 1. The educational programmes, as stated in the EYFS Statutory Framework, underpin our own curriculum ambition.

We are guided by the four overarching principles of EYFS:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments 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.
4. We recognise the importance of all areas of learning and development. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.

Our Provision

Our Early Years environment is designed to support children across a range of ages. Our 2-year-old children learn in their dedicated provision within the Holly classroom, ensuring they have a nurturing space tailored specifically to their needs. Our rising 5 children and Reception pupils will learn together within a shared Early Years learning environment.

Our mixed-age Early Years provision brings Reception and Rising 5 children together, creating a supportive, collaborative and inclusive learning environment. Learning alongside children at different stages of development provides valuable opportunities for children to learn from one another. Younger children benefit from positive role models, while older children develop confidence, independence, leadership and communication skills through supporting and working alongside others.

The provision is led by two qualified teachers, with staffing organised to meet statutory requirements and ensure that children receive high-quality teaching, purposeful interactions and carefully considered support and challenge. Our mixed-age approach enables adults to respond to each child's individual starting point, interests, needs and stage of development, rather than age alone. Children have opportunities to revisit and consolidate learning, extend their thinking and develop increasing independence and confidence at an appropriate pace.

Our environment is carefully designed to support this approach, with a **Creative Area, Exploration Area, Storytelling and Discovery Area, Home and Community Area, and a rich outdoor environment**. Each area offers carefully selected, layered resources and experiences that encourage children to explore, investigate, communicate and

create. Provision is responsive to children's interests and learning needs, while providing appropriate levels of support, challenge and opportunities to deepen learning. This creates a purposeful environment where children can learn through play, develop strong relationships and feel a secure sense of belonging.

Teaching and Learning

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

- Communication and language - Listening, attention and understanding – Speaking
- Physical development- Gross motor skills - Fine motor skills
- Personal, social and emotional development - Self-regulation - Managing self - Building relationships

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

- Literacy – Comprehension - Word reading - Writing
- Mathematics- Numbers - Numerical patterns
- Understanding the world - Past and present - People, culture and communities - The natural world
- Expressive arts and design - Creating with materials – Being imaginative and expressive

At Oak, by 'curriculum' we mean: all the things that we want children to know, experience and be able to do as a result of their time in our Early Years. We have developed our own curricular goals, for both Nursery and Reception. These bespoke goals outline our aims of the EYFS curriculum at Oak for each stage in EYFS. The goals have been designed with the particular strengths and needs of the children of Crosland Moor in mind. For example, many children live in overcrowded home and denied a playful childhood, protected indoors, many in front of TV's and iPads etc lacking the benefits of fresh air and physical exercise. We want our children to develop their gross motor skills, thrive in the outdoors and become confident risk-takers. A healthy and balanced diet is limited for many of our children; we want our children to gain awareness of healthy eating and the effects of healthy eating on their bodies. Our goals are ambitious and adaptable and provide an overview of many of the different things we would like children to know and be able to do. A series of underpinning steps for each curricular goal are followed ensuring components of learning is progressive and sequential. Our detailed and progressive end points, for all curriculum areas, make sure assessment and planning is accurate and purposeful.

Our children are ready and able to access learning in KS1 when they leave Reception. Learning, play and experiences have provided a quality foundation for core subjects and the wider curriculum.

	When I leave the 2's Room in Nursery I will be able to...	When I leave the 3's Room in Nursery I will be able to...	When I leave Reception I will be able to...
1	Play happily alongside my peers	settle in and become a confident learner/make a friend	be a good friend
2	express a range of emotions	recognise being happy and sad	keep myself calm and happy
3	respond to music through movement	create a range of movements to music	perform and teach a dance to a friend
4	select and eat finger foods independently	peel and chop a banana	prepare healthy food for a picnic
5	fit inside a tunnel/large box and move around inside	move in different ways over an obstacle course	climb a tree
6	paint with my fingers and using simple tools	make something I am proud of	create a beautiful piece of art
7	join in a nursery rhyme	use pretend talk to role-play	tell a story using prosody
8	take a nature walk around the school grounds	explore the natural environment at Forest School	visit somewhere I didn't know existed
9	use natural materials purposefully e.g. poke holes in the mud using a stick	make a mud pie	make a den at Forest School
10	dance with streamers and scarves	handle a pair of scissors with increasing confidence e.g. for snipping	use a pair of scissors to cut around a hand shape

11	use a spoon to eat a yoghurt	use a knife and fork to cut playdough	cut up my own food
12	complete an inset jigsaw	complete a jigsaw puzzle with a friend	play a board game with a friend
13	put on my coat	zip up my coat	get kitted up for Forest School
14	control a pencil to make a mark	write part of my name	write my full name

Language development is fundamental to all learning and therefore sits at the heart of our Early Years curriculum, weaving through every area of provision and learning. Carefully planned and purposeful vocabulary is an integral part of every curriculum area, enabling children to develop a rich and varied vocabulary and use language with increasing confidence and precision. This is supported by a language-rich environment where children are immersed in high-quality stories, songs, rhymes and poems, helping them to internalise language patterns and explore age-appropriate literary devices such as alliteration, onomatopoeia and imagery.

Our language-rich curriculum is founded on the TWITCH programme, which promotes daily, purposeful and complex interactions between adults and children. Through language games, skilful questioning, modelling, vocabulary development and sustained shared thinking, children are encouraged to develop their thinking and reasoning skills and express increasingly complex thoughts and ideas. These strong foundations in communication and language underpin our literacy curriculum, supporting children to become confident speakers and attentive listeners, while developing the vocabulary, comprehension and narrative skills needed to become successful readers and writers.

At Oak Primary we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in EYFS which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

- Our Rising 5s are supported to be well prepared to begin learning grapheme-phoneme correspondence and blending in Reception through a balance of child-led and adult-led experiences including high quality stories, poems and rhymes as well as activities that develop focused listening and attention, including oral blending.
- Our Reception children, will build up to full length lessons, starting with 10 minute sessions in Week 2 in the Autumn term. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Regular keep up sessions provide additional practice for those children to make sure the keep on track to achieve end of year expectations.
- We teach children to read through daily reading practice sessions. Small groups will use books matched to the children's secure phonic knowledge. Three adult led sessions focus on three key reading skills – decoding, prosody: teaching children to read with understanding and expression and comprehension: teaching children to understand the text.

Our Early Years literacy curriculum is rooted in the principles of Development Matters, providing children with a strong foundation in communication, reading and writing. We recognise that literacy develops through rich experiences, meaningful interactions and opportunities for children to hear, explore and use language throughout the day.

- High-quality texts, stories, rhymes, songs and poems are central to our approach. Children are encouraged to develop a love of books, broaden their vocabulary, develop comprehension and talk about characters, events and ideas. We use engaging story-based approaches to inspire children's imagination and creativity, providing opportunities for them to respond to stories through drawing, mark-making, storytelling and developing their own ideas.
- Children are encouraged to see themselves as writers from the beginning of their Early Years journey, with opportunities to experiment with marks, symbols, letters and words across the provision. Adults model writing for different purposes and support children to communicate their ideas through purposeful and meaningful writing experiences.
- Letter-join supports the progressive development of handwriting, helping children to develop fine motor control, pencil grip, letter formation and increasing fluency. These skills are reinforced through both focused teaching and meaningful opportunities within continuous provision.

Adopting a mastery approach in Maths in Reception, means pupils will acquire a deep, long-term, secure and adaptable understanding of the subject, focusing on the 'Five Big Ideas' of coherence, representation and structure, mathematical thinking, fluency and variation. This builds on strong foundations learning in Maths for our Rising 5s supported by Maths Champions and White Rose Maths.

Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must build on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. At Oak, exploratory, playful and engaging experiences are important in both approaches.

We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. We recognise children are individuals and will progress at different rates. We expect all of our children to make progress.

We recognise that teaching can take place at all times of the day through directed teaching sessions and through times of play both inside and outside the classroom. We encourage all of these. Practitioners play a key role in supporting learning – joining and sharing experiences, challenging thinking, suggesting, modelling and reflecting. Adults are clear about outcomes they want for the children and can therefore support learning in all its different forms. We strive to make our environments exciting for our children. Adults are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this. We aim for our children to be intrinsically motivated to be life-long learners. Weekly and daily planning formalise this and aim to ensure a balance of adult led, adult initiated (guided learning) and child initiated learning.

Children's learning is captured in different ways across our Nursery and Reception provision. Literacy and maths books are used to record both guided learning as well as provisional learning in Reception. Collaborative floor books are used to capture learning in the wider curriculum. New learning throughout the curriculum for all our children, is captured and celebrated via an online platform.

Inclusion

We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education that enables them to develop their personal, social and intellectual potential. At Oak Primary School, we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs. For children with SEND, assessment needs to focus on what the child can do, and what the barriers to their learning are. Children's special educational needs and disabilities (SEND) are identified quickly. We work with parents to ensure that all children promptly receive any extra help they need, so they can progress well in their learning. Working in partnership with parents provides our children with a consistent approach. Effective scaffolding allows all children to access a quality curriculum by providing just enough help to do something which they couldn't do independently. We gradually reduce the help until the child is independent. It helps children with SEND to work towards the same learning goals as other children, with additional help along the way.

Assessment

Formative assessment is at the heart of our practice. Observing, assessing and planning is the cyclical process that drives our practice in Early Years. Watching and interacting with children as they play and learn provides us with information that we reflect upon that then informs what experiences we plan. Knowledge of end points and high expectations ensure that appropriate challenge and support is provided and children are able to achieve their potential. We complete termly teacher assessments for Reception children across the 17 areas of learning, using a range of evidence from observations, interactions and children's independent learning. For our 2-year-olds and Rising 5s, we use Pupil Progress information to identify individual strengths, gaps and areas for development. This information is used to inform planning, target provision and ensure that teaching and support are responsive to children's individual needs and next steps.

There are various summative assessments throughout our EYFS.

We undertake the 2 Year Old Progress checks for our youngest children. This is done in partnership with our parents.

On entry to Reception, we carry out the statutory Reception Baseline Assessment. Literacy, Maths and Communication and Language are tested. This assessment aims to measure the progress schools make with their pupils during their primary education journey. This assessment sits alongside our own baseline assessment which informs us of our children's starting points on which we need to build. All 17 areas are assessed as part of our school baseline assessment.

As our children leave Reception, we complete the Reception Profile using the Early Learning Goals in all 17 areas of learning, set out in the EYFS Framework. Children working at expected levels in the prime areas and Literacy and Maths help us to identify which children have achieved a good level of development (GLD).

Professional judgements (teacher assessment) inform summative assessments in Early Years. Information gained by practitioners from observations as well as evidence in books, in Reception, helps us to form these judgements. We take part in moderation exercises, both in school and with other local schools, to ensure our judgements are accurate.

In Reception, half termly summative assessments in phonics help us to identify and plug gaps in children's phonological knowledge. This data informs future teaching to ensure every child receives the appropriate phonics curriculum.