Hamworthy Primary Schools

EYFS Rationale - The why and the what?

At Twin Sails Infant School and Nursery, we aim to provide a happy and caring school, where children feel secure, welcome, and valued. Our purpose is to ensure that every child gets the best possible start in life and receives the best support to fulfil their full potential (Statutory Framework for Early Years Foundation Stage September 23). We achieve these aims by ensuring our Early Years provision is a place where children's uniqueness is valued, where all children want to be, where they feel safe and nurtured, where parent partnerships are active and highly valued, and the experienced team constantly strive for excellence.

We believe that:

- Children need security, love, friendship, encouragement, motivation, stimulation, praise, and consideration for their individuality.
- The whole child is important – social, emotional, physical, intellectual, and moral developments are interrelated.
- In the Early Years, children learn best through first-hand experience and need a stimulating environment to help develop lively, imaginative, enquiring minds.
- Children learn naturally through play. It is a process through which children explore, investigate, recreate, and come to understand their world.
- Our provision promotes skills for life our 5Rs, high standards and expectations, learning and skills', positive attitudes, and enjoyment.
- Children should be allowed to develop knowledge, confidence, self-esteem, independence, self-discipline, individuality, responsibility, perseverance, co-operation, and social awareness to achieve their potential.
- Children benefit from Positive Partnerships between home and school. Mutual respect and dialogue will ease the transition from home to Nursery and Nursery to school and support children's future learning.

Developing communication, language, and vocabulary

The statutory framework for the Early Years Foundation Stage is clear when stating just how crucial it is for early years children to develop effective Communication and Language skills:

'*The development of children's spoken language underpins all seven areas of learning and development.*'

Additionally, the statutory framework for the EYFS explains that:

'Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.'

At Twin Sails Infant School and Nursery, developing a language rich environment is at the forefront of our ethos. Some examples of how we develop communication and language are:

- Open ended play opportunities
- Word of the week
- Love to Read Books
- Daily story time
- VIPERS
- Review time
- Quality and interactions between adults and children (training of adults)
- Supporting children with S&L difficulties including intervention boosters

- OWL-ing (observe, wait, listen)
- Effective questioning
- Planning for key vocabulary, modelling its use and supporting children to use it.

Learning through play

'Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills.' Early Years Matters 2023

At Twin Sails Infant School and Nursery, we recognise that children learn best when they are motivated, interested, and active. Therefore, we ensure our curriculum is practical, play based and built with the children's interests at the centre. We provide children opportunities to learn through play in both a structured and unstructured way, both inside and outside.

A key skill for life that we want to empower our children in is independence. We carefully plan opportunities for children to exercise independence through their 'Adventure time' (child-initiated learning). Children have time daily to follow their own interests as children learn best when they are highly motivated. During this time, adults are free to interact with children, move learning on and make formative assessment to plan next steps.

To extend children's learning within child-initiated and adult direct provision, we plan Challenge cards to scaffold learning. Challenge cards provide guidance for opportunities to apply new knowledge, demonstrate understanding and take their learning further. They highlight important vocabulary and provide key questioning for adults to support developing quality interactions.

Characteristics of effective learning

- 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

Our Golden Threads

The golden threads are woven through our curriculum to best prepare children for the world in which they live in. These are:

◆**Aspiration and ambition** ◆**Global awareness** ◆**Citizenship** ◆**Diversity and Equality** ◆**Culture**

Examples of how we cover and develop these golden threads include:

- ◆ Aspirational visitors – Lifeguards, Fisherman, reading familiar stories in other languages.
- ◆ Celebration topic – celebrating that families come in all different shapes and sizes and celebrate different things. Class books – all about me and my family.
- ◆ All about me – celebrating what is special about me.
- ◆ Taking care of our world – growing, recycling

- Comparing places around the world
- Focus on the characteristics of effective learning.
- Key texts – favourite 5 – challenging stereotypes
- Unique location next to the beach

Building Cultural Capital

Gardening

At Twin Sails Infant School and Nursery, we are very lucky to live in such beautiful surroundings. We have 2 Early Years outdoor learning areas and a large school garden. We feel passionately that gardening develops many skills and children can learn so much from: teamwork skills to improving self-confidence, to developing vocabulary. We appreciate the luxury of having a large outdoor space and the benefits include:

Language development – the garden provides spontaneous opportunities to learn new vocabulary from what children might see, hear, touch, taste and smell.

Emotional development – being in nature can create a calming environment for children that some may find therapeutic. Planting seeds develops patience and a sense of awe and wonder when their plants starting shooting.

Physical development – Gardening is a very physical activity using upper and lower body muscles, developing both gross and fine motor skills.

Mathematics – opportunities to count and measure.

Health – more likely to eat something we have grown.

Understanding the world – There are so many scientific conversations to have when outside in the garden. These might be about naming parts of plants to animal lifecycles to where food comes from.

Art and Design – An aesthetically pleasing garden can inspire Art. The garden can be a place to create Artwork using natural resources outside or provide a stimulus for pictures and drawings.

Independence – Children can make decisions about where they want to place things and what to grow which develops independence.

Risk taking – When scaffolded by an adult, children can learn to take safe risks for example using gardening tools such as rakes and scissors appropriately.

Our aspiration is to lead a forest school in Early Years to enhance children's natural experiences practical knowledge of the world and language development.

Cooking

Cooking has many valuable skills for our learners and busy family life may not provide opportunities to develop these traditional skills. We utilise our school kitchen resources to develop benefits such as:

Health- trying new foods and tastes to support a balanced varied diet.

Early science- observing how different ingredients mix together, including the effects of heat and freezing

Vocabulary and language development- children encounter opportunities to learn and use new key vocabulary.

Maths – provides practical opportunities for children to count, measure and weigh.

Physical development- help to practise a range of fine motor and hand strengthen skills.

Inspiration to write- For example writing recipes/order forms/ingredients.

Safe risk taking- Keeping safe when using equipment such as knives.

Story Dough (Nursery) leading into Drawing Club (Reception)

Story Dough begins in nursery. Through imaginative creation, children develop language, vocabulary and fine motor strengthening skills that form the basis of becoming a writer. This leads into Drawing Club in Reception where this builds into imaginative writing.

Story Dough – Nursery

Story Dough is a simple yet powerful way to add the skills of language, fine motor, mark making and imagination. Greg Bottrill

Drawing Club - Reception

Drawing Club allows us to open up the magic world of tales and story to children whilst at the same time enriching their language and vocabulary, developing their fine motor skills, and building upon their application of phonics. Drawing Club is a highly creative approach that immerses children into a world full of imagination where anything can happen and often does! Greg Bottrill