

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Peter's C of E Primary School, we endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to give "children the broad range of skills that provide the right foundation for good progress through school and in life" and promote "teaching and learning to ensure children's 'school readiness'." (Statutory Framework for the EYFS 2021 p.5)

The Framework is divided into 3 sections;

- Characteristics of effective teaching and learning
- Prime areas of learning
- Specific areas of learning

The characteristics of effective teaching and 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.

The seven areas of learning

Prime areas

Communication and Language focuses on the development of listening, attention, understanding and speaking skills through stories, rhymes, non-fiction texts, conversations, experiences and the introduction of new vocabulary.

Personal, Social and Emotional development focuses on:

- self-regulation - encouraging the children to understand feelings and work towards a goal
- managing self - developing the children's confidence and resilience, as well as their ability to manage behaviour and personal needs
- building relationships – cooperating with other children and adults

Physical Development focuses on the development of both gross and fine motor skills so that the children can move in different ways with good control, as well as using a range of tools effectively and accurately.

Specific areas

Literacy focuses on the development of comprehension, word reading and writing skills.

Mathematics focuses on the understanding of number and numerical patterns. Opportunities will also be given for the children to explore shape, space and measures.

Understanding the World involves guiding children to make sense of their physical world and community. This focuses on understanding:

- past and present
- people, culture and communities
- the natural world

Expressive Arts and Design focuses on the children expressing their creativity in different ways. Creating with materials involves using a variety of materials and techniques and being able to talk about the process. Being imaginative and expressive encourages the children to role-play, create narratives, sing and dance.

| Area of learning: | At St Peter's: |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal, Social & Emotional Development | <p>We develop the children's social skills, enabling them to make friends, work and play cooperatively and to resolve disagreements. We support the children to have confidence in themselves and encourage them to share their ideas and opinions. We develop independence and an understanding of how to care for our bodies to keep healthy and safe. We teach the children how to behave responsibly, and children and adults work cooperatively to establish a safe and productive classroom environment.</p> <p>We aim for our children to be confident and resilient learners, who are able to meet challenges with a positive mindset and a 'can do' approach. We encourage the children to review their learning, considering how they could improve what they have done and developing pride in their achievements (CoELT).</p> |
| Communication & Language | <p>Developing confident and skilled communicators is at heart of everything we do. We develop listening skills and ask children to respond to and talk about what they have heard in stories and conversations. We teach new vocabulary in practical contexts to widen the children's understanding and oracy skills. We listen to each other and chat, always valuing everyone's contributions.</p> <p>We celebrate and share new ideas in class, and develop concentration skills by following the children's interests and becoming engrossed in learning together (CoELT).</p> |
| Physical Development | <p>Gross motor skills are developed and challenged in our outside area and opportunities are given to access the sports hall for PE and gymnastics. Fine motor skills are developed through a range of activities, so that children have the strength to hold tools, such as pencils, with control.</p> |
| Early Reading | <p>We learn through stories and rhymes to develop the children's vocabulary and understanding, as well as story language which can then be used within their writing. We aim to foster a love of reading that will stay with the children forever. Read, Write Inc phonics systematically develops the children's early reading skills to decode and blend a range of texts.</p> |
| Early Writing | <p>We aim to develop confident writers. All writing is valued and celebrated, from making marks to writing sentences. Children are supported to write within their play and the process is shared and supported by adults.</p> |
| Early Maths | <p>Key maths skills are taught practically within the children's play and discretely during group sessions to develop the children's early understanding of the number system. Practical resources enable the children to count, sort and explore making numbers in different ways. A huge focus is given to the children developing their thinking and knowledge of early maths skills so that they are able to explain using mathematical vocabulary and solve a range of problems.</p> |
| Understanding of the World | <p>We place a huge importance on widening the children's understanding of the world and giving them real, first-hand experiences. This includes walks around the local area to give them a sense of belonging and understanding of the community they live in and nature around us, visits to museums and local attractions to develop their world knowledge and vocabulary, and visitors into school to help them recognise people with key roles in society and encourage aspirations amongst even our youngest children. We support the children to respectfully understand similarities and differences between cultures and traditions, and to understand change over time.</p> <p>We foster a curiosity about the world around us and encourage the children to explore using their senses (CoELT).</p> |
| Expressive Arts & Design | <p>We aim for the children to express ideas within their play using a range of creative resources and techniques, as well as through music, role-play and dance. The</p> |

children are encouraged to make **independent choices** within the learning environments and their creative play is supported, celebrated and valued. **They are able to play with what they know about the world, making choices and solving problems creatively with their friends (CoELT).**

The Characteristics of Effective Teaching and Learning are at the core of everything we do.

Early Years Foundation Stage Planning

In our Early Years, we believe in providing a safe and nurturing environment where children flourish and become independent, confident learners. We aim to develop the whole child, socially, emotionally, creatively, physically, academically and spiritually.

Our curriculum is flexible and child-led, as we plan in the moment to ensure children's interests are valued and they make progress from their individual starting points. We offer the children real, first-hand experiences, which provide a secure knowledge base about their local area, as well as the wider world. We also celebrate stories together, enjoying songs and rhymes, to enhance the children's vocabulary and understanding.

Well thought out and engaging provision is planned to develop the children's curiosity, problem solving skills and love for learning, both inside and outside.

We form supportive partnerships with parents and carers and together we are committed to giving our children the best possible start to their school life so that they are able to reach their full potential.

The Ark and Nursery Themes

| Autumn | Spring | Summer |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children will read 'We're going on a bear hunt' and 'the Enormous Turnip'. They will focus on changing weather and learn about harvesting food. They will also focus on the celebration of festivals including Halloween, Bonfire Night, Diwali and Christmas. | Children will read 'the Hungry Caterpillar' and 'Jack and the Beanstalk'. They will learn about changes in Springtime and take part in growing activities. They will also focus on the celebration of festivals including Chinese New Year and Easter. | Children will read 'Handa's Surprise', as well as 'Brown Bear, Brown Bear'. They will learn about different cultures and research different animals. 'Brown Bear' will be used as a transition project to Reception. |

Reception Themes

| Autumn | Spring | Summer |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children will read and retell 'the Little Red Hen' and learn about Harvest. They will also read 'Owl babies' and learn about night time animals. They will focus on the celebration of festivals including Halloween, Bonfire Night, Diwali and Christmas. | Children will read and retell 'Jack and the Beanstalk' and 'Jasper's beanstalk', whilst learning about Spring, noticing changes in the natural world and growing their own plants. They will also focus on the celebration of festivals including Chinese New Year and Easter. | Children will read 'Handa's Surprise' and create their own stories. They will learn about Africa and compare it to where they live. They will also read 'Farmer Duck' and research farm animals, making their own fact books. They will focus on the celebration of St Peter's Day and prepare to move to Year 1. |

Bank of Core Stories to be covered throughout EYFS

| The Ark | Nursery | Reception |
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| <ul style="list-style-type: none"> • We're going on a bear hunt • The hungry caterpillar • The gingerbread man • The tiger who came to tea • Goldilocks and the three bears • Owl babies • Dear Zoo • Brown bear, brown bear... • Peace at last • Whatever next | <ul style="list-style-type: none"> • We're going on a bear hunt • The hungry caterpillar • The gingerbread man • The tiger who came to tea • The enormous turnip • Jack and the beanstalk • Goldilocks and the three bears • Owl babies • Dear Zoo • Brown bear, brown bear... • Peace at last • Whatever next • Handa's Surprise • The little red hen • The Gruffalo • The Gruffalo's child • The jolly postman • A squash and a squeeze • Each peach pear plum • The pig in the pond | <ul style="list-style-type: none"> • We're going on a bear hunt • The hungry caterpillar • The gingerbread man • The enormous turnip • Owl babies • Dear Zoo • Brown bear, brown bear... • Jack and the beanstalk • Whatever next • Handa's surprise • The little red hen • Jasper's beanstalk • Farmer duck • The 3 little pigs • The billy goats gruff • Dinosaur roar • Dinosaurs love underpants • Little red hen makes a pizza • Hansel and Gretel • Cops and robbers • Burglar Bill • Room on the broom • Cinderella • Rapunzel |

Our rationale for our approach is firmly rooted in research:

‘Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moments when children first show curiosity, and support their next steps immediately.’ P.2

‘the best levels of involvement – leading to the best progress – are achieved when children’s well-being is high and we let them choose what to do.’ P.15

Planning in the Moment with young children: A practical guide for Early Years Practitioners and Parents. (Anna Ephgrave. 2018)

‘Children cannot create out of nothing. They need both rich experience as well as a language bank inside the mind to draw upon. When the reading of stories and poems is a regular part of daily life, children are helped to internalise a living library of poems and stories, like templates that can be used for their own imaginative flights of fancy.’ P.4

‘Early years practitioners can harness this notion of ‘memorable, meaningful repetition’ as a basis for language learning.’ P.5

Talk for writing in the Early Years. (Pie Corbett & Julia Strong. 2016)

‘Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

Teaching and play in the Early Years – a balancing act? (Ofsted. July 2015)

Intent: Essential Knowledge

| By the end of the Ark, the children will be able to... | |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSED | <ul style="list-style-type: none">• Be toilet trained and with little or verbal support use the toilet and wash hands.• Come happily into the setting without needing a comforter or a toy.• Show a growing ability to distract themselves if upset and manage their emotions. |
| Early Reading (CL & R) | <ul style="list-style-type: none">• Listen to and follow simple instructions.• Hold a conversation.• Enjoy a range of stories and rhymes and join in with them. |
| Early Writing (PD & W) | <ul style="list-style-type: none">• Show more control with marks made and increasing control over tools like pencils and crayons, giving meaning to their marks.• Pick up objects with a pincer movement.• Have a developing coordination and spatial awareness when walking, running, jumping and climbing. |
| Early Maths | <ul style="list-style-type: none">• Uses some number names accurately in play.• Sort objects by size, weight, height and colour. |

| By the end of the Nursery, the children will be able to... | |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PSED | <ul style="list-style-type: none">• Demonstrate friendly behaviour by initiating conversations and forming good relationships with peers and adults.• Follow rules in the classroom and begin to set up own rules.• Become engrossed in activities for a sustained time period. |
| Early Reading (CL & R) | <ul style="list-style-type: none">• Speak in simple sentences.• Listen to and join in with stories and rhymes for long periods, recalling key parts, making comments and asking questions. |
| Early Writing (PD & W) | <ul style="list-style-type: none">• Use some clearly identifiable letters to communicate meaning.• Write first name independently and formed correctly.• Put on coats and shoes independently.• Use a range of one-handed tools, including scissors, correctly. |
| Early Maths | <ul style="list-style-type: none">• Recognise numerals 1 to 5 and start to recognise some to 10.• Solve real world maths problems up to 5. |

By the end of the Reception, the children will be able to...

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| PSED | <ul style="list-style-type: none">• Work safely and independently on a range of challenging tasks, inside and outside, with perseverance.• Resolve conflict through negotiation and understands that own actions affect other people. Independently resolve issues without needing intervention from an adult.• Organise play with a larger group, working cooperatively and constructively. |
| Early Reading (CL & R) | <ul style="list-style-type: none">• Use talk to organise, sequence and clarify thinking, ideas, feelings and events, in detail and using a wide vocabulary.• Re-tell whole stories and develop own narratives.• Read a range of words, sentences and texts with confidence, fluency and understanding. |
| Early Writing (PD & W) | <ul style="list-style-type: none">• Hold a pencil effectively, forming letters correctly.• Write sentences for a range of purposes.• Write their first and second name independently.• Develop their strength, balance and agility through a range of movements outside and during PE sessions. |
| Early Maths | <ul style="list-style-type: none">• Explore composition of numbers to 10 and begin to solve simple addition and subtraction problems, recording their thinking.• Recognise patterns within the number system e.g. odd and even numbers. |