

EYFs Curriculum Statement

At Leigh on Mendip School our EYFS team strongly believe that the beginning of our children’s educational journey and igniting a love for learning is imperative in ensuring all children develop to the best of their ability.

We believe that the Early Years Foundation Stage is crucial in securing solid foundations that the children are going to continually build on as they move through school. It is our intent that all children who enter our EYFS unit develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude towards school and learning.

We place a strong emphasis on the personal, moral, social and cultural development of all our children ensuring they become well-rounded citizens that achieve high academics. We value the importance of providing the children with a range of valuable experiences, which in turn will allow them to express themselves effectively in the wider world.

We believe that all children deserve to be valued as an individual and we are passionate in ensuring all children achieve their full, unique potential.

As an Early Years Unit we follow the EYFS Framework, which has 7 main areas of learning.

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development <ul style="list-style-type: none"> • Making Relationships • Self-confidence and Self-awareness • Managing Feelings and Behaviour 	Physical Development <ul style="list-style-type: none"> • Moving and Handling • Health and Self-care 	Communication and Language <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	
Specific Areas			
Literacy <ul style="list-style-type: none"> • Reading • Writing 	Mathematics <ul style="list-style-type: none"> • Numbers • Shape, Space and Measures 	Understanding the World <ul style="list-style-type: none"> • People and Communities • The World • Technology 	Expressive Arts and Design <ul style="list-style-type: none"> • Exploring and Using Materials and Media • Being Imaginative

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the ‘Characteristics of Effective Learning’.

We strive to develop these characteristics of ‘Playing and Exploring’, ‘Active Learning’ and ‘Thinking Critically’ in order to give the children the skills to become excellent communicators and independent learners.

Progression milestones

The progression milestones mark the journey from the start of Preschool to the end of Reception.

The prime areas are split up in progression milestones from Nursery to the end of Reception.

Pupils in preschool age are expected to focus on achieving the milestones within the prime areas before developing the skills within the specific areas.

Developing children's communication and language skills, physical skills and emotional needs first will ensure they are ready to learn and achieve within the wider curriculum.

Provision

As an Early Years unit we understand the importance of providing regular and purposeful learning experiences, which enable children to revisit previous learning experiences and apply their knowledge in a variety of different contexts both indoors and outdoors. The teaching of the curriculum is designed to be practical and playful with support and challenge from adults in class teaching sessions, small groups and individuals. Throughout the school day there is a combination of teacher taught sessions as well as a wealth of stimulating continuous provision across all areas of learning. The continuous provision is designed to provide children with repeated opportunities to apply new skills in a range of contexts linked to their interests. For example, if a child has a particular love for learning outdoors we provide stimulating and purposeful learning activities linked to all prime and specific areas outdoors.

Learning environment

Our learning environments are developed to promote independence within our children and allow them to access the curriculum confidently with the necessary level of support and challenge. Our environments are language rich providing a range of opportunities for talk, collaborative learning and repetition. All of which are crucial to our children.

Transition

Beginning of Summer term

Before joining reception class preschool children will have an opportunity to visit Kingfisher class for story time, pond dipping and any other suitable activities.

Photos of Kingfishers class, teacher and classroom assistant will be displayed in preschool and children are encouraged to ask questions and share their thoughts and feelings.

End of Summer term

Parents of prospective children will be invited to:

- a school readiness workshop in preschool with a school nurse in attendance
- a "Meet the Teacher" event, where they also can meet the school's leadership team, a member of the FOLS group and the chair of Governors.

Parents and children will also be invited for an informal picnic lunch.

Autumn term

In the first week of the Autumn term children will attend school from 8.45 until 12 noon.

During the second week the children will join the rest of the school for lunch and playtime and in the third week they will attend school full time.

Educational visits, visitors and experiences

Within the Early Years a range of different educational visits, visitors and experiences are mapped out over the year to ensure children have a rich cultural capital such as walking around the local area and visiting the local Church. Visits from fire services, nurses, etc. Animal encounters and any other enrichment provided by our parents and school community.

Other experiences include whole school enrichment days and classroom activities including baking, outdoor play, visits to local woodland, Art Week and exciting topics.

Discrete Elements of Provision

In addition to our medium term planning we also have a range of discrete programmes in place to help the development of key areas of learning

Little Wandle Letters and Sounds Revised

Little Wandle Letters and Sounds Revised is the systematic synthetic phonics programme (SSP) we use to deliver daily phonics sessions from Preschool to Year 1. It provides a complete teaching programme meeting all the expectations of the National Curriculum preparing our children to become confident and fluent readers.

Foundation for Phonics

Foundation for Phonics is taught in Nursery and sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception.

The provision should include a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and Language and Literacy’.

These include:

- sharing high-quality stories and poems with children
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language with children

Daily Phonics Session (Reception/Year1)

Phonics is taught daily in both Reception and Year 1.

In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching, to help children become fluent readers.

As a school we follow the Little Wandle Letters and Sounds Revised expectations of progress. 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.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Children are assessed at the end of every half term and their progress is tracked using the Little Wandle Letters and Sounds Revised assessment tracker. Children who need additional practice in specific areas follow our Phonics Keep Up sessions. These sessions match the same structure as class sessions using the same procedures and resources. Each session has a specific focus and is taught in small groups or in some cases individually providing lots of repetition to ensure that every child’s learning is secure.

Mathematics

We plan and deliver maths through the Whiterose scheme of learning, which is then used throughout the school.

This year we have started to use the early years Number Sense program designed to develop confidence and flexibility with number and fluency with addition and subtraction facts.

Assessment

Assessment takes place over all seven areas of learning.

These assessments enable EYFS practitioners to ensure all learning is embedded and consistent and that all children make good progress regardless of their starting point.

Several assessments take place across the school year and these are mapped out in the tables below.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Preschool	Milestone tracker	Milestone tracker	Milestone tracker	Milestone tracker	Milestone tracker	Milestone tracker Transition documents
Reception	Little Wandle assessment	Little Wandle assessment	Little Wandle assessment	Little Wandle assessment	Little Wandle assessment	Little Wandle assessment ELG's Parents Reports

Two year old checks and EYFS checkpoints are also carried out at appropriate times in line with individual children's date of birth.