

Broad Oak Primary School EYFS Curriculum Statement September 2019



In EYFS at Broad Oak Primary School we aim to provide:

- A positive introduction to being in a school environment, based on a carefully planned transition and quality relationships with our staff
- A range of stimulating and engaging activities which will help children to become independent learners and develop the essential characteristics of effective learning which provide a secure foundation as they begin their journey through school and in later life
- The opportunity to develop confidence in getting on with others, having good manners and the ability to work collaboratively in a group or class
- The right conditions to promote an ever increasing understanding of language to enable children to become good communicators at school, at home and in the wider community
- A carefully sequenced curriculum to build on the knowledge, skills and conceptual understanding young children have developed from birth to the point at which they enter our school aged 3, 4 or 5 years

The four principles of the Early Years Foundation Stage and what they mean in our setting:

A Unique Child

Every child comes to our setting with a rich web of culture and experience from their own home and community. We seek to build on this by maintaining good links with home through our key-worker and focus children systems: Each week 3 children from each class are chosen to be our “focus children” for observational assessment; parents are invited to comment and ask questions and all staff in each team contribute to the observations of the children in school.

Positive Relationships

Children entering our setting are invited to a series of transition meetings with keyworkers and Early Years staff, including the exchange of important information and the opportunity to attend “Stay and Play” sessions in our Early Years department. In nursery there is a named keyworker for every group of 10 children and in reception every group of 15 children. Parents are welcome to come in and help the children to settle, and an individual approach is used where children may need longer to build relationships in our school.

Enabling Environments

We work hard to develop an exciting and stimulating learning environment both indoors and outside, with a particular focus on the acquisition of basic skills such as cutting, drawing, joining, counting, sorting, investigating and problem –solving. Basic stock in continuous provision is enhanced with other resources and activities after careful observation of the children’s interests, suggestions from the children themselves and identified areas of interest and need from teacher-led sessions. Children are encouraged to look after the resources and tidy up after use.

Learning and Development

In Broad Oak EYFS every moment is a teaching moment, whether in supporting and skills in playing with others, modelling and developing vocabulary, questioning to provoke thinking or deciding when to stand back and let a child try something and when to offer help. Children have access to long periods of uninterrupted time in exploratory play each day. Teacher-led sessions are carefully planned and sequenced to allow for the incremental building of skills in each subject area, with regard to on-going formative assessment from a variety of contexts.

The 7 areas of learning and development in EYFS

THE PRIME AREAS

Personal, Social and Emotional Development

Much of our work with children in the EYFS at Broad Oak is based on developing skills and knowledge in this area. The ability to make positive relationships with others, have confidence to explore and experiment in their learning and self-regulate behaviour is essential to make the most out of learning at school. In nursery and reception these relationships are modelled and developed by keyworkers when getting to know their children, in the encouragement of group games such as "hide and seek" and in waiting for turns to share ideas and experiences in group sessions. In reception children are encouraged to work collaboratively on joint themes in continuous provision and in paired and group work in literacy, phonics and maths.

Communication and Language

Communication begins at birth and children joining our EYFS come from a wide range of experience; with some children entering with two or more home languages and some children with only pre-verbal skills in communication. All children entering our setting are screened using the Wellcomm resources recommended by the speech and language therapy service, then monitored throughout the year. High focus language concepts and objectives are selected for individuals, groups and classes each term, and parents are provided with ideas and materials to try at home. Early years staff are encouraged to spend long periods of time in conversation with individuals or groups of children in play in order to develop sustained shared thinking. Vocabulary is developed through stories, topics and in continuous provision according to the children's interest, for example finding out about "predators" following a child's interest in dinosaurs.

Physical Development

Many areas of conceptual understanding across a range of subjects stem from early physical exploration of the natural world. Understanding of our bodies in space, relationships of cause and effect and manipulating objects and materials all help to lay the foundations for future learning across the whole curriculum. It is only when children have reached a certain level of sufficiency in both gross and fine-motor development that they will be able to sit comfortably on the floor to listen to a story, manipulate a pen to create a drawing and begin to play games which lead to eventual participation in sports activities. In nursery children are able to spend the majority of time outside each day, and in reception they are encouraged to spend an afternoon or a morning outside each day, excluding teacher-led sessions. Nursery have at least one session of dance in the hall each week and reception have one P.E. session of dance, gymnastics or games each week.

At Broad Oak we believe that time spent developing knowledge and skills in the prime areas of learning are the most valuable foundations for a child's future learning and success. Access to all other areas of learning depends on success gained in these areas first, before a child is ready to learn in a more formal way. Also, many periods of uninterrupted play result in good quality cross-curricular learning in a variety of areas. EYFS staff meet regularly to moderate and reflect on observations in order to plan next steps in learning for individuals and groups of children.

SPECIFIC AREAS

<p>Literacy</p> <p>In nursery and reception there is a dedicated literacy session every day based on a story that is read throughout the week. In nursery there is a daily mark-making opportunity and in reception a daily write with at least one guided writing session in a small group each week.</p> <p>Story scribing is used to encourage story telling language and monitor language development throughout the years in EYFS.</p> <p>Writing and mark-making opportunities are provided daily both indoors and outside.</p> <p>Introduction to guided reading sessions are held with all nursery children in small groups during the summer term.</p> <p>In reception children have at least one guided read in a group each week and at least one individual read with a teacher.</p> <p>In addition to our weekly class text, we aim to read 3-5 stories at story time each day.</p>	<p>Maths</p> <p>As with other areas of early learning maths begins with physical exploration of objects, sizes, shapes and patterns. Children are provided with daily opportunities to count, sort, compare and explore different objects and shapes in our learning environments.</p> <p>Maths is taught in daily group times according to our own progression in skills plan, with a focus on regular practise and consolidation of basic concepts.</p> <p>Observations of children’s maths learning in continuous provision are included in maths books and individual observation files.</p>	<p>Understanding the World</p> <p>Knowledge of people and communities is shared through our focus children observation system, in which children are invited to share photographs and experiences of family and home events with their peers in class at several points in the year.</p> <p>Exploration and investigation activities are on-going in the learning environment and are taught through topics in the cornerstones curriculum, such as “Where Does Snow Go?”</p> <p>Our outdoor investigation shed contains magnifying glasses, bug catchers and binoculars which can be requested at any time by children or modelled by an adult when appropriate.</p> <p>We also have planting and digging areas and a mud kitchen where much of our child-initiated early exploration takes place.</p> <p>Technology (I pads and whiteboards) are used for photographs and internet research on topics requested by the children. Some examples include finding out how to make paper aeroplanes on youtube, finding video clips of volcanoes and watching Bollywood dance moves.</p> <p>A parent survey of children’s use of technology at home is completed at key worker meetings, where internet safety is also discussed.</p>	<p>Expressive arts and Design</p> <p>Music, art, design, imaginative role play and dance are available in continuous provision and in group time sessions in both nursery and reception.</p> <p>Children have access to paints, collage, modelling materials, musical instruments, musical extracts for dance and movement, role play and small world resources both indoors and outside (weather permitting).</p> <p>Music is taught weekly in Reception and daily in nursery as an element of phase 1 phonics.</p> <p>Dance is taught weekly for one term in reception, and at least once per week in nursery.</p>
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With our carefully balanced structure of good quality continuous provision and planned teacher –led sessions we aim to achieve the very best outcomes for all our children; with good proportions of children achieving the GLD, those who are more able reaching “exceeding” in as many areas as possible and those who have barriers to learning making good and accelerated progress throughout the EYFS.