



'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

Statutory Framework for the Early Years Foundation Stage 2021

Early Years Foundation Stage Curriculum

Intent:

We are proud of the ambitious, meaningful and progressive curriculum that we provide all of our children enabling them:

To go further than we thought possible.

To run faster than we hoped.

To reach higher than we dreamed.

To become the best that we can be.

The Early Years Foundation Stage framework provides the underpinning principles for all learning and development in our Nursery and Reception classes. We intend for our children to be happy, resilient and confident problem solvers who are keen to learn, develop their ideas and to think creatively. We intend for our children to leave the Early Years with the cultural capital needed to successfully continue their learning journey.

Implementation:

We enable children to learn holistically through play, exploration and experimentation. Supported by staff, children are encouraged to collaborate, persevere and problem solve together whilst they continually develop personal and social skills.

Our curriculum is implemented through a child led approach which means each child receives an individual learning experience, tailored to their needs. Our highly skilled staff team capitalise on learning moments as they arise during prolonged periods of uninterrupted play. The adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment).

Our approach to observation ensures individual progress is carefully monitored whilst ensuring that staff have the time to develop high quality interactions, moving children's learning on within the moment. We know from research that where interactions are child led there is much more potential for them to develop and for sustained-shared thinking to take place. Therefore, we place high value on children's play and all of our staff have a high quality insight and knowledge of child development enabling them to enhance and



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extend children's learning at the appropriate level allowing next steps to occur spontaneously. We evidence learning through Seesaw, our online learning journal. Parents have access to Seesaw so that they are able to keep up to date with their child's learning and development. We also meet regularly with parents ensuring continuity between learning at home and school.

We have taken great care in the development of our learning environment and provide a workshop style environment indoors and outside. We regularly monitor levels of involvement to ensure that all children show strong signs of concentration, persistence and energy in their self-chosen activities. Our resources have been selected so that they can provide endless possibilities, encouraging our children's independence and actively promoting creativity and critical thinking skills. Our children are learning all the time!

We provide children with high quality adult led direct teaching, which has been carefully planned to ensure that children make progress throughout Early Years.

At key points of the year, including baseline in the autumn, children's progress is assessed and monitored. Key actions are taken for vulnerable groups to ensure high levels of progress and attainment for all children, irrespective of ethnicity, gender, social economic background or starting points.

Impact:

We believe that our approach, underpinned by the EYFS framework and research, perfectly suits the way young children learn and this is evident through the high levels of well-being and involvement our children show. Both Nursery and Reception place a heavy emphasis on tracking levels of well-being throughout the year. All staff work collaboratively and with a shared vision. They ensure that through a system of highly effective adult-child interactions, child led learning and high quality adult led direct teaching - our children are learning effectively all the time.

Our Curriculum

Characteristics of Effective Teaching and Learning



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In planning and guiding what children learn, we reflect on the different rates at which our children are developing and adjust our practice appropriately.

Three characteristics of effective teaching and learning are:

- 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

Areas of Learning

The Early years Foundation Stage curriculum is split into 7 areas of learning. There are three prime areas: Personal, Social and Emotional Development; Communication and Language; Physical Development. These three areas underpin all learning in the four specific areas: Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

Personal, Social and Emotional Development: Children’s Personal, Social and Emotional Development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We develop strong, warm and supportive relationships with the children in our care to enable them to learn how to understand their own feelings and those of others. Our curriculum supports children to manage their own emotions, develop a positive sense of self, set themselves simple goals, and have confidence in their own abilities and to become resilient learners. Through adult modelling and guidance, our children will learn how to look after their bodies and manage their personal needs independently. We support our children to develop the skills needed to make good friendships, cooperate and to resolve conflicts. We provide our children with a secure platform from which they can achieve in school and in their later life.

Communication and Language: Being a confident communicator is an essential skill for life. The development of children’s spoken language underpins all areas of learning and development within the EYFS. The number and quality of the conversations that our children have with adults and their peers throughout the day in a language rich environment is crucial. Their interactions from an early age form the foundations for language and cognitive development. We interact sensitively with our children, developing their communication and language skills through play. We support children’s language development by



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commenting on what they are interested in or doing and by echoing back what they say with new vocabulary added. We read frequently to the children in our care and engage them actively in stories, non-fiction, rhymes and poems. Our curriculum is carefully thought out to provide children with extensive opportunities to use and embed new vocabulary in a range of contexts. Through conversation, story-telling and role play, our children are confident to share their ideas and are comfortable using a rich range of vocabulary and language structures.

Physical Development: Our curriculum provides many opportunities for our children to develop physically, enabling them to pursue happy and healthy lives. Gross and fine motor experiences develop incrementally throughout early childhood, our indoor and outdoor environments are carefully thought out and resourced to ensure that children have the opportunities to develop their fine and gross motor skills. Through play our children are supported to develop their core strength, stability, balance, spatial awareness, coordination and agility. By promoting physical development, we provide the foundation for developing healthy bodies and social and emotional well-being. Our practitioners understand the importance of physical development and the development of our gross and fine motor skills and how it is linked to early writing. We provide repeated and varied opportunities to explore and play whilst developing their gross and fine motor skills, and with feedback and support from adults, our children are able to develop proficiency, control and confidence.

Literacy: Our curriculum promotes a life-long love of reading. We understand that the enjoyment of books is vital for the development of language and imagination and encourages children to want to read. Looking at and sharing books with each other and adults are amongst the most highly valued activities in school. Language comprehension, necessary for both reading and writing, is developed through conversations between adults and children about the world around them, about the books they have shared, and through enjoying rhymes, poems and songs together. We teach word reading by providing children with the skills needed in order to decode words, we follow the Read, Write, Inc. Phonics scheme and in Reception, we teach the graphemes at a rapid pace. Children learn how to segment and blend in order to read words and they also learn how to read some common exception words too. Our Nursery children develop their listening skills and spoken language through carefully planned activities led by highly skilled practitioners. We value and encourage children's mark making and early writing and we encourage children to become aware of the link between the spoken and written words. We believe it is important to provide a purpose for writing and we feel strongly that children need to be motivated to write. Our learning environment provides many opportunities for children to write.



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Maths: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Maths concepts and skills are taught predominantly through play. The environment has been developed to promote mathematical concepts such as counting, sorting, measuring, comparing quantities and pattern making. Short engaging adult-led maths sessions are also used to introduce new learning following a Maths Mastery approach. These are carefully planned to ensure maths concepts are taught using practical resources and through real life experiences. Our curriculum supports children to develop positive attitudes and interests in Mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World: We believe an appreciation of the awe and wonder of the world around us is a right for every child. We understand the importance of guiding children to make sense of their physical world and their community. We take the children out into the local area and we meet important members of our society so that children can learn about their world through exciting and real life situations. We also share stories, non-fiction, rhymes and poems that enable our children to understand our culturally, socially, technologically and ecologically diverse world. Our curriculum involves regularly visits to our woods where children can play and explore in the natural world around them.

Expressive Arts and Design: Pablo Picasso once said “Every child is an artist.” At Moorside we believe this to be true. We understand the importance of developing children’s artistic and cultural awareness and how this supports their imagination and creativity. We provide children with many opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Our learning environment provides children with the opportunity to work on their own creations and adults will sensitively work alongside children, teaching and introducing new skills where needed. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Our children are able to develop their imaginations through the use of our many open ended resources. We understand the importance of the frequency, repetition and depth of our children’s experiences and how this is fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Assessment

Assessment plays an important part in recognising children's progress, understanding their needs and planning learning and support. Ongoing assessment is an integral part of the learning and development process. We ensure that we know all of our children's level of achievement and interests and then we shape teaching and learning experiences for each child reflecting on the knowledge that we have. We regularly track children's progress and attainment using Insight as a tracking tool, assessing against key points in our curriculum to decide whether a child is on track or not on track to meet age related expectations. We also regularly monitor children's levels of well-being and involvement to ensure that children are ready to learn. Following ongoing assessments, we create a gap and strength analysis for individual children to ensure that we know what each child needs to learn in order to make rapid progress in order to work towards meeting age related expectations.

Reception Baseline Assessment (RBA): The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

The Early Years Foundation Stage Profile (EYFSP): In the final term of Reception, we complete the EYFS Profile for each child. The Profile provides all those involved with the child a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile reflects teachers own knowledge and professional judgement of a child and this informs discussions with parents and carers. We assess each child's level of development against the early learning goals of the EYFS Statutory Framework 2021. We will indicate whether a child is meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This assessment along with an overview of each child's skills and abilities in relation to the characteristics of effective learning informs a dialogue between Reception and Year 1 teachers about each individual child's learning and development and supports a successful transition to Key Stage 1.



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