



### Intent

Our aim in the EYFS is to build strong foundations for future learning so they can be active citizens in society and be happy and curious life-long learners. Our curriculum ensures our children gain the knowledge, skills and understanding they require for success throughout their lives. This is done by emphasising learning through the Characteristics of Effective Teaching and Learning (Play and Exploration, Active Learning and Creative and Critical Thinking).

As the children move into Reception, we continue to:

- provide enabling environments and skilful adult interactions to support and link learning in their play and exploration.
- have high expectations of the children and support them to further develop a love of reading, writing and number.
- a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child
- value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision.

### Implementation

All EYFS classes have continuous provision learning environments inside and out to support the children in their self-chosen play. Continuous provision practice and principles are essential in the EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. There is a balance of child initiated and adult led learning in all year groups. During the school day, children have opportunities to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. Regular observations of the children's learning take place to ensure their next steps are met.

### Impact

We strive to ensure that our children's progress across the EYFS curriculum is good or better from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception.

Evidence in children's learning journeys support all areas of the EYFS curriculum. The impact of our curriculum will also be measured by how effectively it helps our children develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for children to be Key Stage 1 ready and have our school values embedded by the time they leave Reception, preparing them for their future.

### Our priorities to improve learning in EYFS are:

- To provide a language rich environment and use challenging texts during English lessons to develop oracy skills and provide an exciting stimulus for writing.
- To follow the structure for the teaching of Mastery Maths and to ensure the use of practical equipment as well as the ability to demonstrate their work giving verbal explanations.
- To continue to embed the Little Wandle Phonics scheme to ensure children make progress in their reading.

### In our EYFS classrooms you will see:

- continuous provision in practice showing how children develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.
- children having the opportunities to work independently, work collaboratively with their friends and with members of staff who are extending their learning in provision or in focused learning opportunities.
- children enjoying their learning and being eager to talk about what they are doing.

### EYFS Interventions at Thornhill Lees

- same day interventions.
- small group phonic interventions following assessments – keep up sessions.
- 1:1 IEP work linked to writing and fine motor skills.
- EYFS – daily name/handwriting groups.
- SALT programmes.

### What we do to assess our children:

- Government baseline assessment
- Tapestry observations of the children during 'provision time'
- Half termly phonics and reading assessments
- Termly writing assessments
- Termly assessments against 'Birth to Five Matters'
- End of year assessments against ELG's

## **NON-NEGOTIABLE**

- Well managed provision areas which are organised and clearly accessible for all learners needs.
- Enhanced provision set up regularly to provide opportunities for children to demonstrate or consolidate skills based on formative assessments on a day-to-day basis.
- Outdoor provision set up daily to allow children to develop their gross motor skills and develop their oracy skills.
- Take part in at least one focused writing activity and maths activity in the provision each week
- Take part in daily phonic sessions following the Little Wandle phonics scheme as well as take part in small guided reading sessions.

