

## **Mayfield Primary School Early Years Foundation Stage**

### **EYFS Intent**

In the EYFS at Mayfield, our children and their needs and backgrounds are at the heart of everything that we do. We believe all children deserve an education that is rich in first-hand experiences, practical activities and awe and wonder, that inspires children and allows them to explore their curiosities, ask their own questions and lets their creativity flourish. We ensure that we give all our children the best chance to succeed whilst setting high expectations that encourage children to challenge themselves to be the best that they can be. Our Early Years curriculum is designed to make certain that children are happy, independent and confident individuals that are ready for their next stage of learning, as well as having the skills set to thrive in an ever-changing world. The EYFS provides a wide, holistic and experienced based curriculum that is planned with the children's needs as the starting point. Topics are selected to meet the needs, and interests, of our children at each point of the year and build on their prior knowledge, allowing children to deepen and practise skills taught and ensure new vocabulary is well established. In EYFS, we encourage and support children in becoming independent learners, where all children are challenged appropriately and make accelerated progress. All seven areas are systematically planned for to reflect the interests and sequence of learning needed to ensure skills and knowledge are embedded and committed to children's long-term memory. These first-hand, positive and inspiring experiences are provided both inside and outside, in line with the Foundation Stage Curriculum that promote equal opportunities rooted in mutual respect and a love for learning. We recognise that children who enter our EYFS have extremely varied experiences along with diverse communication and language and personal, social and emotional needs. Therefore, we strive to ensure that opportunities, provision, interventions and support is in place to allow these children to progress, prosper and achieve their full potential. Our enabling environments cater for a range of needs and abilities along with giving children the chance to practise skills taught, apply their knowledge and lead their own investigations and interests in a safe, encouraging and supportive setting.

### **EYFS Implementation**

In the EYFS at Mayfield Primary School, we have created our own 'I Can Curriculum'. Our 'I Can' Curriculum is designed around the Statutory Framework (2021), Development Matters (2021) and Birth to Five (2021), along with the needs, starting points, progress and development of our children.

This is a broad, balanced and language rich, sequential curriculum that ensures all children make progress and are ready as they can be for the next stage in their education. Teaching and learning is progressive, vocabulary driven and precise to the needs, abilities and next steps of our children.

Our timetable and routines are meticulous, thorough and centre around the needs of the children and their age and stage of development. A careful balance of teacher led, and child led allows children to; engage in high quality interactions, apply previously taught learning independently, secure knowledge in a subject area, embed skills and knowledge to their long-term memory, address misconceptions and experience various forms of stimulus, both inside and outside.

Due to children entering Early Years with varying starting points and experience, staff work hard to ensure that gaps in knowledge, understanding, personal and social and communication skills are filled and built upon accordingly. Children take part in various interventions that suit their needs and abilities at each stage of the year. These can include Social and Emotional Interventions, Speech and Language Interventions based on recommendations and reports from outside agencies, Reading and Writing Interventions, Handwriting/Fine Motor Interventions, Social Stories and many other interventions either identified in school or from outside agencies. Staff are fully qualified and have extensive experience in delivering these interventions and know exactly what children need at each point in the year.

These are the four overarching principles which our Early Years curriculum is based upon:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- Importance of learning and development. Children learn at different rates and in different ways. The framework covers the education and care of all the children in the early years provision, including children with special educational needs and disabilities (SEND).

Our long-term plans are based around the seven areas of learning and development. These are planned for throughout the entire year and build upon and dive deeper into previous teaching and learning.

### **The Prime Areas of Learning –**

#### **Communication and Language:**

Children will develop their listening and attention skills through carpet sessions, storytelling and discussions. They will increasingly be able to sit quietly and maintain concentration for longer periods of time and will be able to use new vocabulary introduced with growing confidence. Children will show understanding by answering open questions, following complex instructions and by beginning to ask their own questions about a topic. By the end of EYFS, the majority of children will be able to talk in full sentences, hold a turn taking conversation and use talk for a purpose. Children's communication, language and understanding is assessed using WellComm and interventions such as Big Book of Ideas and Time to Talk are delivered appropriately.

#### **Personal, Social and Emotional Development:**

When starting in the Early years, children are set very high expectations in relation to behaviour and their education. Children are aware of these boundaries and, with encouragement, are increasingly able to solve their own problems, express their emotions and understand the feelings of others. Children are supported in learning how to take turns, share and use resources for their intended purpose along with understanding why this is important. Children in the Early Years love a challenge and persevere with determination until they have achieved their intended outcome.

#### **Physical Development:**

In EYFS, children are presented with many opportunities and resources to support and encourage their gross and fine motor skills. Children take part in fine motor activities such as Dough Disco, Funky Fingers, Squiggle whilst you Wiggle and a fine motor intervention using different tools in order to prepare and strengthen their shoulders, hands and fingers ready for holding a pencil and writing. During Physical Education, taught by Early Years staff and a qualified PE coach, children are taught ball skills, fundamental movement skills, how to develop their co-ordination, balance and strength, following the Get Set 4 PE programme. We also have access to balance bikes where children can develop their ability to ride a bike safely. Children also have three sessions with a qualified coach from School Games Organiser. Children also have constant access to the outdoor environment where they can construct, build and assemble on a large scale, as well as using the climbing frame.

### **Specific Areas of Learning –**

#### **Literacy:**

Reading and books play a vital role in our Early Years curriculum. Texts for topics are carefully selected to enable children to expand their vocabulary, develop their love of reading and inspire and stimulate their

imagination. The Reading Literacy curriculum consists of word recognition and language/reading comprehension:

- Word Recognition – concepts about print, high frequency word recognition and phonic knowledge and pace and fluency/reading aloud.
- Language/Reading Comprehension – vocabulary, understanding and discussion.

Children are supported in Reading through daily phonics sessions (Little Wandle, Revised Letters and Sounds) in ability groupings, phonics application activities, Group Practise Reading, individual readers, reading interventions, adult led reading activities and reading opportunities in the Reading Corner as well as all around environment. Children also take part in daily phonics 'keep up' sessions planned by Little Wandle that focus on children's gaps and secure their knowledge. Children are aware of 'what a good reader looks like' and their next steps when moving their reading skills forward.

The Writing Literacy Curriculum consists of communication and language, physical development and writing.

- Communication and Language – Vocabulary and use of oral language.
- Physical Development – Gross and Fine motor movements.
- Writing – Concepts about Print, Phonics/Common Exception Words and Composition.

Children are supported in Writing through regular fine motor skills activities and provision, mark making opportunities in all areas of the classroom, daily phonics sessions in ability groupings, phonics application activities, handwriting practise, writing interventions, writing adult led activities and opportunities for purposeful writing around the environment. Children are constantly monitored to make sure they are making good progress and groupings of children will be changed around according to this. Children are aware of the skills needed to be a good writer and their next steps when moving their writing skills forward.

### **Mathematics:**

In Mathematics, children have access to a high-quality maths area along with purposeful holistic maths learning opportunities across provision both indoors and outdoors. These are regularly enhanced to facilitate high value learning objectives. All staff have thorough knowledge of the maths curriculum and use this to ensure successful differentiation for all pupils and their learning needs. Mastering Number is implemented to secure firm foundations in the development of good number sense. The programme focuses on the key knowledge and understanding needed in order for children to progress in fluency in calculation and confidence and flexibility with number.

Skills are built upon, and knowledge of number is embedded and secured before moving onto other mathematical concepts.

The Mathematics Curriculum consists of:

- Mathematical language
- Number patterns, Comparisons and Relationships
- Number: Counting and Calculating Skills
- Number Recognition, Mark Making and Number Formation.

Children are supported in Maths through daily maths provision in classroom areas both inside and outside and this may vary between adult led and child initiated. Children have a minimum of four specific Maths sessions per week where new concepts and learning are taught to differentiated groups of children, targeting their gaps in attainment and introducing new mathematical experiences. Children are constantly

monitored to make sure they are making good progress and groupings of children will be changed around according to this.

### **Understanding the World:**

In EYFS at Mayfield, Understanding the World is a crucial way in which children are supported in making sense of their environment, surroundings, community and past. Children reflect deeply on their own life story through photos, discussions and comparisons and develop their ability to note similarities and differences between things now and things in the past. Children go on walks around their local area to; establish a sense of belonging, recognise differences between where we live and other locations, draw and understand simple maps and use communication skills to describe their immediate environment. Children in the Early Years explore the natural world through hands on, practical experiences. Live caterpillars and chicks visit our classroom and provide children with first hand experiences of life cycles, growth and change. In order to develop their understanding of people, culture and communities, children are taught units of work from the Oldham RE Agreed Syllabus enabling them to begin to value the differences of individuals and groups within their own immediate community.

Each half term, Early Years holds a Theme Week, where Nursery and Reception work together in answering an overarching question through experiments, research and investigations.

### **Expressive Arts and Design:**

Expressive Arts and Design in Early Years supports children in establishing and developing their love of art, design, music and role play. Expressive Arts and Design acts as a tool in enabling children to express themselves effectively and enhance their communication and vocabulary. Children in Nursery and Reception receive high quality, precision weekly Music sessions provided by Oldham Music Centre. Children have continual access to musical instruments, rhyme time bags and books, role play and a home corner in provision. Role Play Areas are created to support current topics and teaching and provide real life experiences to enhance children's knowledge and understanding further. When taking part in Art and Design, children are exposed to various materials, techniques and equipment to enable them to experiment and observe the differences in effects and finished results. Children also develop the skills to choose which techniques they need for different projects.

### **Impact**

It is imperative that our curriculum meets the needs of all our children. Therefore, children are constantly observed and progress, attainment and learning styles are monitored closely. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals.

Our curriculum and its delivery ensures that all children make good progress, with many children making accelerated progress from their varying starting points. On average, children arrive with much lower starting points than national and so during their time in Early Years, children make rapid progress towards their age-related expectations before transitioning to Year One.

Children demonstrate high levels of engagement during activities, developing their speaking and listening skills, enabling them to access more areas of the learning environment and communicate with both adults and children. Children develop a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Throughout their time in Early Years, children will become more confident to take risks and talk about what is going well and what they may need to focus on, drawing on their experiences and their ambitions and goals.

Children are very aware of the high expectations that are set from the very beginning of the Early Years, enabling them to focus on the learning experiences in front of them, whilst encouraging them to broaden their capabilities and inspiring them to reach their aspirations.

Children develop their abilities to become independent and successful learners, that are fully prepared for the next stage in their education. Children in the Early Years at Mayfield Primary School will have developed a deep love of learning, a passion for wanting to know and learn more and will have built the fundamental building blocks for the rest of their school journey. They will be caring, happy, inquisitive and well-rounded learners that are a credit to our school and the values to which it is built upon.