



# St Wystan's

A REPTON SCHOOL

Headteacher: Mrs Karan Hopkinson, MA

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## EYFS CURRICULUM POLICY

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NURTURE



INSPIRE



PREPARE



ACHIEVE

Last revised: **January 2020**

Next review: **January 2023**



## **The Early Years Foundation Stage**

The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5 years old. All schools and early years providers must follow the statutory guidance of the EYFS. At St Wystan's, our Nursery and Kindergarten classes are part of the Early Years Foundation Stage.

### **The EYFS is based upon four principles:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

#### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates.

#### **Positive relationships**

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

#### **Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. We provide learning environments (indoors and outdoors) that enable children to develop their independence and initiate their own learning.

#### **Learning and development**

We value all areas of learning and development and understand that these areas are often connected and interrelated.

### **The EYFS learning and development requirements comprise:**

- the seven (three prime and four specific) areas of learning and development and the educational programmes
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception (Kindergarten) year
- the assessment requirements



## The Areas of Learning and Development

There are **seven areas of learning and development** that must shape educational programmes in early years settings. At St Wystan's, our planning takes account of and makes provision for all seven areas each week.

The **Prime Areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- communication and language
- physical development
- personal, social and emotional development

The **Specific Areas** build upon the skills, knowledge and understanding that children are developing through the three-prime area, providing opportunities for this learning to be strengthened and applied. These four specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

## The Educational Programmes

Educational programmes must involve activities and experiences for children, as follows:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure



- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

At St Wystan's, we aim to ensure that our practice and provision echoes these educational programmes.

### **The characteristics of effective learning**

In planning and guiding children's activities, we consider the different ways that children learn and reflect these in our practice. The three characteristics of effective teaching and learning in the EYFS 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

At St Wystan's, we aim to ensure that these characteristics are embedded into our provision for children.

### **The early learning goals**

These summarise the knowledge, skills and understanding that all young children should have gained by the end of the Kindergarten year.

### **The prime areas**

#### **Communication and language**

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events



that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical development**

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, social and emotional development**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **The specific areas**

#### **Literacy**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



## Mathematics

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Understanding the world

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Expressive arts and design

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



### **How we help children learn**

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity, both indoors and outdoors. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for the more structured, less play-based, environment of Year 1.

At St Wystan's, specialist teachers also teach PE, Music and French to the Nursery and Kindergarten classes.

### **Assessment**

At St Wystan's, formative assessment is embedded into our curriculum. We assess how the children are learning and developing by observing them frequently. We use this information to inform our weekly planning.

We also use the 'Tapestry' software (produced by The EYFS Forum) to collate observations and photographs and link these to the 'Early Years Outcomes' statements.

In addition, we use a tracking system produced by Derbyshire County Council which measures each child's development against the 'Early Years Outcomes' statements. This system highlights whether children are 'Below', 'In line' or 'Above' their age-related expectations.

If children are aged between 2 and a half and 3 on entry to Nursery and have not already had a 2 year old development check, we carry one out and share this information with parents.

At the end of Kindergarten, the EYFS Profile is completed for each child. The children are assessed against the Early Learning Goals and judged to be 'Emerging', 'Expected' or 'Exceeding' in each ELG. The results are moderated by Derbyshire Local Education Authority and are shared with parents and the Form 1 teacher.

### **Partnership with Parents**

We recognise that parents are children's first and most enduring educators and therefore their views and knowledge of their children are paramount in ensuring that we are able to best meet children's needs. We aim to involve parents in their children's learning and development, enabling a two-way sharing of information on a continual basis.



**Review:**

**This policy will be reviewed on a three-year rolling programme.**

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