



EYFS Curriculum Policy

Last revised: Aug 2022

Next review: Aug 2024

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 Reception class is 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 Wistan'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, 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 develop spatial reasoning skills across all areas of maths including 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 Reception year.

The Prime Areas

Communication and Language

Listening, 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, whilst engaged in another activity.

Understanding: children follow instructions involving several ideas or actions

hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Children participate in small group, class and individual discussions, offering own ideas and using new vocabulary. They offer explanations for why things happen and express their ideas and feelings using full sentences, including past, present and future tenses and conjunctions.

Physical development

Gross Motor Skills: children can negotiate space and obstacles effectively, demonstrating strength, balance and coordination when playing. They move energetically when running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills: children hold a pencil effectively and can use a range of tools including scissors, cutlery and paint brushes. They begin to show accuracy and care when drawing.

Personal, social and emotional development

Self-Regulation: children show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly. They set and work towards simple goals and show patience. They give their attention to what is said, responding appropriately when engaged in activity, following instructions involving several steps.

Managing Self: children are confident to try new activities, showing independence, resilience and perseverance when challenged. They understand the need for rules and know right from wrong. Children can manage their own basic hygiene and personal needs and understand the importance of healthy food choices.

Building 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

Comprehension: children demonstrate understanding of what has been read and can anticipate key events. They use and understand recently introduced vocabulary.

Word 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.

Writing: children write recognisable letters which are correctly formed. They use their phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by others.

Mathematics

Number: children have a deep understanding of number to 10, including the composition of each number. They subitise up to 5 and can automatically recall number bonds to 5 and some number bonds to 10, including double facts.

Numerical Patterns: children can verbally count beyond 20, compare quantities to 10, recognising one more or less. They can explore and represent patterns in numbers to 10, including evens, odds, double facts and equal sharing. **Understanding the world**

People, Culture and communities: Children can describe their immediate environment and know some similarities and differences between different religious and cultural communities in this country. They can explain some similarities and differences between life in this country and life in other countries.

The Natural World: children explore the natural world, making observations and drawing animals and plants. They know some similarities and differences between the natural world around them and contrasting environments. They understand some important processes and changes including seasons and changes in states of matter.

Past and Present: children can talk about the lives of people around them and their roles in society. They know some similarities and differences between the past and now drawing on their learning.

Expressive arts and design

Creating with materials: children safely use and explore a variety of materials, tool and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. Children make props when role playing characters in stories.

Being imaginative and Expressive: children invent, use and recount narratives and stories. They sing a range of nursery rhymes and songs and can perform them alongside others. They begin to move in time to music.

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 Reception class.

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.

In addition, we use a tracking system each term guided by Birth to 5 Matters which measures each child's development against the 'Early Years Outcomes' statements. This system highlights whether children have a low, secure or high understanding of each outcome in their age-related expectations.

At the end of Reception, the EYFS Profile is completed for each child. The children are assessed against the Early Learning Goals and judged to be either meeting expected levels of development ('expected') or not yet reaching expected levels ('emerging') 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 yearly on a rolling programme.

Reviewed by	Maddy Whitten		
Date Reviewed	August 2022		
Date of Next Review	August 2024		
Governing Body Approval	Yes/ No	Signed/Dated	
Website/App	Yes/ No	ISI	Yes/ No
Staff Handbook	Yes /No	Parent Handbook	Yes/No