



Early Years Foundation Stage at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to EYFS in school. Updated April 2020



OUR INTENT

We are committed to providing a purposeful and empowering Early Years Curriculum that fully prepares our younger learners for the next steps in their school career, as well as the challenges of the wider world. A curriculum in which prime areas of learning are at the heart of all we do. We believe that knowledge and skill are intrinsically linked and therefore balance our curriculum on the acquisition of prepositional and procedural knowledge: our curriculum is skills based and knowledge-rich.

In the Early Years, we recognise that creativity and play contribute significantly to children's thinking and understanding. Children are made aware of the wide range of devices in the home, school and wider world through free play and role play, as well as adult-led activities. These activities are based on pupils' interests and current themes. We constantly provide enhancement opportunities to engage inquisitive minds and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

At Grange View, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Assessment

Assessment is regarded as an integral part of the teaching and learning process at Grange View. During the children's first term in the Foundation class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Early Years Foundation Stage Profile is completed in the final term of the year in which children reach the age of five, usually at the end of Reception.

Observations

Staff record observations on school360 which are used to create online learning journeys. The observations take place on an ongoing basis and staff often choose to focus on one aspect per week to ensure all children have sufficient observations for each area of learning. Children's language is recorded whenever possible as this gives insight into a child's thinking, understanding and language development. Adults identify learning objectives from the broad phases of development/ELGs that children have been working towards during each observation. They also identify the characteristics of effective learning.

Planning

- Follow and enrich the national EYFS curriculum and take full account of the four guided principals and the seven areas of learning.
- Refer closely to 'Development Matters' which outlines children's expected development in stages from birth to five years.
- We create medium term plans for each term which incorporate all seven areas of learning. These are topic-based and include current events which are relevant to the cohort of children.
- Weekly plans including learning objectives in all seven areas of learning, taking account of Development Matters and the Early Learning Goals, as well as children's current interests.
- Reception use White Rose Hub for Mathematics planning.
- The phonics scheme Read Write Inc is used in Reception and in the summer term of Nursery. It then follows through to KS1 for ease of transition and continuity.
- We use the Oxford Reading Tree reading books.
- At the start of each term parents receive a curriculum overview term outlining the topics and what children will be learning at school for the coming term.

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of Effective Learning

- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Active learning** - children keep on trying if they encounter difficulties, and enjoy their achievements. We strive to provide learning experiences are relevant and contextualised.
- **Playing and exploring** - children investigate and experience things, and 'have a go'. The knowledge and skills gained at this early stage is vital. They provide our children with a solid foundation and skill set that enables them to access the full curriculum in Key Stage 1 and 2.

Outdoor Learning

Outdoor play is essential for all aspects of a child's development. It provides children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so, it provides opportunities to develop their communication skills and encourages positive attitudes towards a healthy lifestyle.

Our aim for both indoor and outdoor play will be to provide a stimulating and safe environment for children's learning in all areas of the Early Years Foundation Stage. Close observation is essential in order to assess children's ability and to ensure appropriate supervision is provided.