

Our Early Years Foundation Stage Curriculum at Parkfield



Intent

At Parkfield we believe every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together, provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that we must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

Implementation

The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress.

The EYFS learning and development requirements comprise:

- the seven 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 year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

The Seven Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three 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 areas, the prime areas**, are:

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

Providers must also support children in **four specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

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

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 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, design and technology, music, movement, dance and role-play.

We consider the individual needs, interests and stage of development for each child in our setting and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Working in partnership with our Inclusion Manager, we also consider whether a child may have a special educational need or disability which requires specialist support. We work hard to ensure we help families to access relevant services from other agencies as appropriate.

For children whose home language is not English, we ensure that children have sufficient opportunities to learn and reach a good standard of English during their time in EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we may explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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. There is an ongoing judgement about the balance between activities led by children and activities led or guided by adults. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older - and as their development allows - the balance gradually shifts towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice.

Three characteristics of effective teaching and learning 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

How does this look at Parkfield?

Our Typical EYFS Timetable

8.50am – Name Writing/Letter Formation

Children are welcomed at the door by the EYFS team and unpack their bags. They will then settle into the classroom and practise writing their names and practise letter formation.

9.00am – Registration/Date/Visual Timetable

The children are invited to sit on the carpet for registration. We begin the day with a morning greeting and check in to see if everyone is ready for a new day. We write the date and do the visual timetable together which provides a visual representation of the day's activities, helping the children to understand what we are doing now and what will happen next, promoting independence, and building confidence.

9.05am – Funky Fingers

Children take part in a range of activities that focus on developing fine motor skills and hand-eye coordination. These activities are designed to help young children strengthen their fingers, wrists, and hands, which is crucial for skills like writing, drawing, and manipulating small objects. Once a week, children also take part in Dough Disco to develop their gross-motor skills.

9.15am – Phonics

In the Early Years Foundation Stage children have daily phonics lessons which are based on Twinkl Phonics, which is a recommended DfE programme. Phonics activities are planned according to the children's needs and abilities. Reading books match the phonics sounds that are being taught and homework matches the phonics sounds they are learning to write. The children have weekly guided reading focus that is also linked to the sounds.

9:45am – NELI

We deliver a communication and language session following the Nuffield Early Language Intervention (NELI) programme. NELI is a targeted intervention delivered to children who show weaknesses in their oral language skills on school entry. We deliver a whole class NELI session to provide language enriched activities to the whole class. The programme improves children's vocabulary, develops narrative skills and encourages active listening and builds confidence in independent speaking. It also provides children in intervention groups additional opportunities to consolidate and extend their knowledge and skills. Children who have been identified as showing weakness in their oral language skills have small group NELI sessions in the afternoon.

10.15am – Snack

10.30- Expressive Art and Design/Literacy/Understanding the World

Throughout the week children take part in one adult-directed expressive art and design session, three adult-directed literacy sessions focussing on composition and one adult-directed understanding the world session. The expressive art and design sessions include developing a range of different skills such as painting, working with colour, sculptures, drawing and collage and involve using a range of different media to give children lots of fun and creative opportunities. It is crucial for children to develop a life-long love of reading, therefore in our literacy sessions the children are introduced to a story related to the topic of the term. The children are encouraged to discuss the story, talking about their likes, dislikes, links, key events and new vocabulary. We follow the Talk4Writing process which includes imitate, innovate and invent related activities. For each text we introduce, we learn how to verbally perform the story to promote children to be enthusiastic storytellers. Our understanding the world sessions involve guiding children to make sense of their physical world and community for example, exploring the natural world by learning about seasons and weather, animals and their habitats, materials or other countries around the world. We also learn about the past and present and discuss similarities and differences between now and then. Additionally, we learn about different religious

festivals, our families, different occupations including people who help us. Afterwards, children access the continuous provision. During this time small groups of children are called to work with the class teacher on the input focus or adults may join the children in the provision and support learning within the child-initiated play.

10.45am - 12.15pm – Continuous Provision & Loops of Learning

Adults support children's learning and development both indoors and out within the continuous provision. Adults join in with the children's child-initiated play and sensitively move the children's learning forwards using our knowledge of the children, their next steps and their interests. We provide high-quality interaction to support children to develop their communication and language skills. Adults will also observe children in their child-initiated play and assess how children are applying their knowledge and skills independently.

Loops of Learning Time

Three times a week we have loops of learning time where any children who we have been identified through assessment as having struggled to understand a concept or develop a skill have dedicated time with an adult to revisit their learning or practise a skill within a small group.

12:15pm – Mathematics

We deliver our Mathematics curriculum following The Early Years Number Sense programme. Each session begins with watching a short animation which provides mathematically rich images that are a stimulus for regular whole class number sense discussions. Afterwards, the class teacher models a mathematical concept using concrete apparatus and gives children opportunities to practise as a class. After the adult-directed input, children access the provision and are called in small groups to work with the class teacher to practise and develop the mathematical knowledge and skills introduced in the input. Alternatively, the adults may join the children in the provision and support mathematical understanding within their child-initiated play.

1.00pm – Lunch

1.30pm – Registration

The children return to the classroom and sit on the carpet for registration. We read a story or take part in a mindfulness session.

1:40pm – Handwriting

Three times a week children take part in a handwriting session where we focus on how to form letters from different letter families correctly. The children have opportunities to practise and apply their letter formation skills throughout the rest of the week.

2.00pm onwards – Continuous Provision & Adult Led Maths Sessions

The continuous provision operates in the same way as the morning session. During the afternoons adults work within the provision and interact with the children in their play. During this time, interventions may also take place such as Talk About, Speech and Language, Lego Therapy etc, as well as adult lead maths sessions.

3.00pm – Pack bags

3.15pm- Circle Time/Story

Children are invited to join a circle time with a focus on supporting their personal, social and emotional development. We engage in a range of stories or playful games to support them in self-regulation, managing self and building relationships. We also have a focus week on the school value that term which include- resilience, friendship, respect, forgiveness, honesty and courage. We end the day with a class story.

3.30pm – Home Time

How do we assess?

Assessment plays an important part in helping parents, carers and teachers to recognise children's progress, understand their needs and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves observing children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations. In our interactions with children, we respond to our day-to-day observations about children's progress and observations that parents and carers share.

In the final term of the year in which the child reaches age five - and no later than 30 June in that term - the EYFS Profile must be completed for each child. The Profile provides parents, carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile must reflect: ongoing observation, all relevant records held by the setting, discussions with parents and carers and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the Early Learning Goals. Teachers will indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging').

Impact

By the end of their time in our Early Years Foundation Stage, **as little learners**, the children will be:

- **Successful learners** who investigate and experience things and 'have a go'. They concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Confident individuals** who have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Responsible citizens** who make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

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