



## What is the Early Years Foundation Stage?

The Early Years Foundation Stage applies to all children from birth to five years old. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

In our school, we cater for children in the Early Years Foundation Stage to the end of their Reception Year and Year One children who are still working within the Early Years Foundation Stage, to provide appropriate transition through to the National Curriculum. Children join us at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

Within Goodrich CE Primary School we use the principles of the Early Years Foundation Stage from the guidance to help us plan and offer opportunities to provide the best possible start to a school life for a child in our care.

Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning goals, enabling children to develop competency and skill across the different areas of learning through a different topic each term, with a variety of activities that cover the seven areas of learning.

The prime areas are:

- Personal, Social and Emotional Development – making relationships, self-confidence and self-awareness and managing feelings and behaviour.
- Communication and Language – listening and attention, speaking and understanding.
- Physical Development – moving and handling and health and self-care.

The specific areas are:

- Literacy – reading and writing
- Maths – number and shape, space and measure.
- Understanding the World – the world, people and communities and technology.
- Expressive Arts and Design – exploring media and materials and being imaginative.

Each of these areas of learning hold equal importance and are delivered through a balance of teacher led and child initiated activities. Activities and opportunities for play in the EYFS are designed to provide a holistic approach to learning. We feel young children learn best through first hand experiences and so we plan for active learning through an appropriate play based curriculum.

**These are our aims:**

- Plan and offer opportunities for children to become confident both in their surroundings and with their peer group.
- Make high but realistic expectations of each child based on our knowledge of them, offering a structure for learning that has a range of starting points, based upon what they can already do.
- Develop skills and attitudes to learning that will foster success throughout the child's schooling.
- Encourage children to become independent learners and take some responsibility for initiating their own lines of enquiry and investigation.
- Develop a partnership with parents and carers based on a shared interest in the child.

- Prepare children for further learning by teaching them to relate positively to adults and their peers; to work and play together co-operatively, constructively with confidence and to foster a growing independence and respect for others.
- Provide a warm, welcoming and friendly environment in which staff work with parents to support children's learning through positive relationships.
- Provide a stimulating environment where children can be actively involved in their learning by exploring, listening, talking and asking questions through a practical curriculum with opportunities for first hand experiences through planned, purposeful play and an appropriate proportion of child initiated play.
- Provide opportunities for EAL children to develop the use of their home language in play and learning.
- Encourage enjoyment, creating, thinking critically, concentration and persistence through all the spheres of learning.

### **What does the EYFS look like in our school?**

We value a secure, rich and stimulating environment both inside and outside the classroom to support children's learning through carefully organised activities to enable children to develop and demonstrate characteristics of effective learning. The indoor and outdoor classroom, allow children to access most resources by themselves and extend their own learning independently.

We provide a balance between adult-led and child initiated experiences. Children are supported in their development through play and exploration opportunities, short carpet sessions and adult guided work.

An important part of the EYFS Curriculum is through observations and interactions. The EYFS staff observe children closely as they play and support them or move their learning on to develop their skills.

### **This is how we challenge the higher attainers/rapid graspers:**

- Differentiation is planned from the start of lesson
- Ability groups – Phonics
- Small group work to further challenge and develop skills
- Questioning to extend skills and develop thinking
- Specific skills are taught that allow the children to demonstrate working above age expectation