

EYFS Rationale

‘Early Childhood should be an explosion of experience’. Jennie Lindon

Why is EYFS important at Bempton Primary School?

At Bempton Primary School, we know the Early Years Foundation Stage is a vital step in every child’s educational journey as it gives them the building blocks for their education. It is an opportunity for us to embed the knowledge, the skills and curiosity the children will require to be ready for school.

What does EYFS look like at Bempton Primary School?

Our EYFS is an inviting, safe, calm and a stimulating learning environment where children have opportunities to learn through play, by initiating their own ideas with the continuous provision, indoors and outdoors, and through adult support, scaffolding and modelling. Our curriculum is based on high quality books and storytelling. Children take part in daily taught sessions as a whole group or class, as well as in small groups or 1:1 teaching time with adults. Our Nursery and Reception has children who are happy and highly engaged in their learning and we support them in developing their relationships with others and give them the skills to be able to interact with their peers and adults.

How is our EYFS curriculum enhanced at Bempton Primary School?

We provide children with first hand experiences and practical opportunities, where the children can explore and find out more and develop their natural curiosity.

We teach children to use their imagination and creativity to develop their thinking through finding their own ways to solve problems and individual approaches to activities.

We support children to become independent learners and develop resilience to strive to achieve their full potential, teaching them the skills to ensure their wellbeing now and in the future.

We prepare our children ready for school, as well as ensuring our school is ready for our children to allow them a smooth transition into and out of our EYFS.

We pride ourselves on developing strong relationships with the children and their parents and carers to ensure we can personalise each child’s learning.

We create an enjoyable curriculum where children have fun and develop a love of learning during their time in EYFS.

What do our children say about our EYFS?

Children say they enjoy coming to school and learning lots of new things. They like it when they get to play in the continuous provision and have visitors at school. Story times are a favoured part of the day. They are enthusiastic and eager to learn and take part in all the activities offered to them.

Ultimately, our EYFS curriculum is designed to:

- Raise our aspiration through all of the learning opportunities and give children a good starting point to their school journey.
- Celebrate diversity through finding out about a range of people, places, cultures and beliefs to broaden our horizons and learn about the world’s rich tapestry.
- Improve our vocabulary through daily experiences in our EYFS provision, quality interactions with adults and peers and immersing ourselves in stories.
- Promote our health and well-being through developing our knowledge, understanding and skills.

Our EYFS curriculum gives our children the knowledge and skills to be able to access all aspects of the school curriculum, whilst developing a love of learning.

EYFS Intent

At Bempton Primary School we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the varying levels of knowledge and skills children have when they arrive providing high quality teaching in partnership with the parents within a caring, safe and happy environment.

We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year groups. We are passionate about children leading and engrossing themselves in their learning. Our Mission statement '*be kind, be responsible, be aspirational*' is at the heart of everything we do. Our routines of the day are structured to enable adult 'teaching times' for phonics, love for reading, mathematics and topic. Children are given plenty of uninterrupted time to play and engage in exploration and gain hands on experiences throughout the day using our indoor and outdoor environment. The knowledge and skills the children learn interlink into different areas of the curriculum. As the children practice their learning in different ways each day it transfers into their long- term memory. We prioritise having a 'language rich' environment in EYFS where stories, rhymes, poems and songs provide our children with experiences. Through quality interactions with adults our children gain confidence to be confident communicators.

Curriculum Ambition and Design

The EYFS curriculum has been designed with a knowledge of the children's backgrounds and their starting points to strive to get our pupils to achieve our high standard outcomes. It is ambitious in design, ensuring it meets the needs of all our children in our locality and it reflects the whole schools values and is driven by vocabulary, aspiration, diversity and health and wellbeing. Our curriculum is based around books and stories to provide our children with endless opportunities to develop their vocabulary and language daily through exciting and engaging enrichments. In addition, these will provide children with opportunities to understand about the diversity of the world and in order to meet their cultural capital. All staff have high academic targets for all pupils and strive to teach children to be ambitious and aspirational. The curriculum is designed to give pupils the knowledge, self-belief and cultural capital they need to succeed in life and give them a great starting point for their school life. We have developed opportunities to teach children about different job roles, inspirational people and how to challenge themselves to do more than they thought they were capable of in order to encourage children to be aspirational. The EYFS curriculum is built up to motivate pupils and meet their natural desires and interests through play in the environments, indoors and outdoors, and fill gaps in learning through themes, enhancements and enrichments.

Curriculum Coherence and Sequencing

The curriculum is coherently planned with a balance of teacher led and child initiated learning, informed by needs of the pupils, gaps in learning and children's interests. There is clear progression for all Areas of Learning and Development, as well as progression through the areas within the continuous provision. Through all of this there is a sharp focus on children acquiring a wide range of vocabulary and being able to communicate effectively. The curriculum is rich with first-hand experiences and visitors to stimulate interest and is taught with a focus of Understanding of the World to develop knowledge and vocabulary and is scaffolded according to their needs. The EYFS curriculum is sequenced towards giving children cumulatively sufficient knowledge for the necessary foundations for the rest of their schooling. We ensure that knowledge sticks with the children through a spiral curriculum approach of revisiting learning and building on what the children already know. We give children opportunities to revisit and remember what they have learnt through daily discussions and the use of Floor Books. The teaching of early reading and phonics is systematic and effective to ensure children learn to acquire the skills they need to read words and sentences accurately and to prepare them to become confident and fluent readers. We provide children with the key to unlock the world by giving children a love of reading through their enjoyment in Love for Reading sessions, as well as giving them the skills they require from phonics sessions to become independent, fluent readers. We motivate children to want to read through sharing books as a whole class/group or 1:1 so that children develop favourite stories and are inspired to pick up books and texts they want to read themselves.

Balanced and Broad Curriculum

Our EYFS curriculum provides opportunities to develop the whole child to ensure children are happy, highly motivated and eager to join in. A high proportion of children entering our Nursery have a low level of Communication and Language and Personal, Social and Emotional Development, therefore the curriculum and environment reflect this and it is a key focus within adult initiated and child initiated learning to enable children to continue to learn and engage. Children are taught skills so that they can share and cooperate well with one another and demonstrate high levels of self-control and respect for each other. The whole school values are constantly promoted and highlighted to embed the school values and children who are kind, independent, responsible, resilient, and respectful and show self-belief. The curriculum develops children's learning characteristics through stories and book characters, to support them with how to learn and the different ways to approach tasks. All pupils access cultural capital through the huge variety of books, songs and rhymes that are shared and used to develop vocabulary; through the approach to sharing British Values; activities that link to different cultural backgrounds and a wide range of exploratory experiences inside and outside to develop vocabulary and understanding.

Through the seven areas of learning we provide a curriculum that excites and engages the children, building on their own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

Teaching in the EYFS at Bempton Primary School is delivered through the Government's statutory document-The Statutory Framework for the Early Years Foundation Stage. This framework is based on four principles:

- A unique child - developing resilient, capable, confident and self-assured individual.
- Positive relationships - supporting the children in becoming strong and independent learners.
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rate.

Substantive Knowledge

In EYFS, substantive knowledge is the understanding and use of knowledge across the seven areas of learning. In the prime areas, this is how to listen, speak and communicate effectively, how to manage self – care needs including dressing, managing their hygiene and how to control their bodies. It also refers to personal, social and emotional development including how to maintain relationships, manage feelings and behaviour and build confidence and self - esteem.

In the specific areas, substantive knowledge is the area specific understanding and the use of key concepts which are taught sequentially through adult led teaching and those which also naturally arise through child initiated learning. Development of substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding.

Disciplinary Knowledge

In the EYFS, disciplinary knowledge is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. Examples include using substantive knowledge of colour mixing in their own paintings or applying phonics knowledge to read their independent writing.

Special Educational Needs and Disabilities (SEND)

Some pupils, with high levels of SEND, will have a curriculum that is designed and adapted for them linking in with their personal needs and next steps (identified from assessment documentation). This personalised and ambitious focus ensures that these children make progress from their starting points and consistently achieve highly overtime through additional scaffolding or 1:1 support or further revisiting and reviewing of learning

At the end of EYFS at Bempton Primary School

Pupils are taught the 7 areas of learning.

3 are the prime areas which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are:

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

The other four areas teach 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.

Implementation

Teacher Subject Knowledge

Staff have developed a knowledge of the progression from Nursery through to the end of Reception to ensure children are gaining and developing the skills and knowledge required to have a strong basis for learning in school and have mapped out what the children should know by when during their time in EYFS. Staff are knowledgeable about the EYFS curriculum and importance of learning through play and take part in CPD to continue to develop their knowledge and skills. All EYFS staff receive phonics training on how to teach systematic synthetic phonics (Essential Letters and Sounds) and how to ensure children practise their reading from books that match their phonic knowledge. Staff use the phonics progression document to understand the skills and knowledge the children need and by what points in the year. Phonics resources have been produced to ensure a consistent approach to teaching and that children have access to these when learning. Teachers provide information to parents on how to help their child to read through support videos, parent meetings and information booklets. Books and stories are at the heart of the EYFS curriculum and staff share stories with children every day to introduce new ideas, concepts, learning and vocabulary. Stories are also used as a way to hook children into a theme or focus their learning and staff have developed ways to excite and engage pupils in storytelling sessions through their verve and use of props and puppets. Staff receive training and updates on the teaching of mathematics to ensure the teaching focuses on children gaining fluency in using and understanding numbers and that the mastery approach is embedded.

Subject Matter

The EYFS curriculum is based on stories. Research has been carried out to carefully select texts to ensure there is progression through EYFS and that a range of rhymes, poems, traditional, fairy tale, diverse, modern and classic stories are included with the use of non-fiction to support fact finding. The reading spine is reviewed annually to take into account children's interests, research, current priorities nationally and in school. Staff have developed a curriculum that ensures children have hands on learning experiences to stimulate interest with visitors into school and that Understanding of the World is a focus to develop knowledge and vocabulary. Children are offered opportunities to put what they have been taught into practise through enhancements in the classroom and the outdoor environment alongside adult led activities. The spiral curriculum approach of revisiting and building on concepts, knowledge and skills, throughout Nursery and Reception ensures children have opportunities to master what they are learning and progress appropriately to prepare them for Key Stage 1. Daily discussions take place around what the children have been learning to provide them with opportunities to remember and recall. The Floor Books in Nursery and Reception give children opportunities to remember and recap their learning. In addition, adult led activities always start by revisiting previous learning so that children can train their brains to recall and make links. The curriculum is delivered through a balance of teacher led, adult directed and child

initiated learning time. The progressive approach to learning is used through parts of our curriculum where the adult is the facilitator to the child's learning and responds to what they need for their personalised learning journey by observing the child and working alongside them in their play and enhancing the environment. Children take part in whole class/group input times led by a teacher or the Nursery Nurse to deliver knowledge or skills and then children will have opportunities to put that into practise through the provision or activities set up. Challenges are set up each week for children to build on and consolidate the taught skills and knowledge, as well as support them in becoming independent learners.

Leadership

The Headteacher and Subject Leads carry out regular monitoring through learning walks and observations. The EYFS Lead carries out data analysis termly which is shared at Pupil Progress Meetings. Leaders work with all staff to develop staff knowledge and understanding of EYFS and provide relevant internal or external CPD from identified next steps from monitoring in accordance with the School Development Plan. Leaders carry out research for ways to develop the EYFS and build on what we have in place to develop children's independence with their learning and our provision. Staff meetings, INSET days and family meetings are used to provide support, as well as organised visits to other schools and settings to look at good practice and work with other colleagues. Key messages, new initiatives, updates from external training are disseminated to all staff by school leaders. Internal and external moderation takes place to ensure staff's judgements at assessing the children are accurate and consistent.

Teaching

Here at Bempton Primary School we believe that children learn best through active learning and real experiences. We provide a daily routine for the children which includes whole class teaching, adult directed, and uninterrupted play within our engaging and challenging environment both indoor and outdoor.

The EYFS curriculum is designed to help and support children with remembering long term what they have been taught and this is done through the spiral curriculum approach and revisiting previous learning, but building on it each time throughout Nursery and Reception. Children are taught to integrate new knowledge into concepts they already have and to make links. The Characteristics of Effective Learning are taught to the children through stories with a focus on characters in order for the children to understand how they learn. The language around learning is modelled by staff and links made to the learning characters to teach children about how they learn. Ongoing, daily assessments take place by staff through observations to develop a strong knowledge and picture of where the children are at with their learning and how as a staff we need to respond to provide the children with their next steps. Significant learning moments are recorded using electronic systems where appropriate and work collected to provide evidence of the children's achievements. This is monitored by leaders and data is analysed to consider the level the children are working at and the progress being made. Interventions are set up to support pupils working below age related expectations or pupils who are at risk of not meeting end of year expectations. In Nursery these focus on Language and Communication. In Reception interventions take place for phonics, reading, maths, and language development, writing and fine motor skills.

The Early Years Foundation Stage is organised into 7 areas of learning and development:

3 Prime areas - Communication and language, Physical development and Personal, Social and Emotional development:

4 Specific areas- Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

All these areas are closely interlinked and address the child's whole development. This ensures the delivery of a holistic child-centred curriculum and allows the children to make links between what they are learning.

Phonics is taught daily using the Essential Letters and Sounds programme. Children are monitored closely and if children have gaps in their learning interventions are promptly delivered.

We follow White Rose Maths in both Nursery and reception and additionally in Reception we follow the Mastering Number approach. Both programmes have a great emphasis on studying the key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning

during exploration. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge and vocabulary across the breadth of their experiences and into larger concepts.

Environment

Staff have worked to create an engaging environment indoors and outdoors that support the aims of the curriculum and have worked on ensuring progression of knowledge and skills through continuous provision areas from Nursery to the end of Reception.

To ensure children are gaining a fluency in using and understanding numbers, staff have developed the provision to allow pupils to demonstrate mathematics in areas other than the maths focus area and through daily routines.

Reading and writing opportunities are additionally available in all areas within the setting and are promoted by staff when appropriate.

Resources are carefully selected and enhancements to the environment are made, when necessary, to meet the children's learning needs, respond to their next steps or interests and to develop opportunities to learn.

A lot of research and training has been carried out by staff into provision and environments in order to create an environment that meets the curriculum intentions at Bempton Primary School. At Bempton Primary School we fully understand the importance of the role that the environment plays in supporting and extending the children's development. We strive to provide and create a highly stimulating and attractive indoor and outdoor environment where the children feel happy, secure, motivated and can be independent. The environment is challenging and enables the children to become independent learners. The children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

Within this environment the children will learn through play and demonstrate characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching through the Environment

All staff aim to provide children with the required skills and knowledge for future learning. Staff interact and work alongside pupils in their play with a focus on developing language and vocabulary. Through these interactions and observations, staff gain an insight into pupil's knowledge and skills to understand and be able to plan for pupils next steps. Staff use the environment for some interventions to support pupils with accessing the areas and developing their next steps.

Staff enhance and extend play regularly to further individual learning through meaningful interactions. In a 'teachable moment' the adult makes a difference through skilful interactions with the children as they deepen and extend the learning through their interaction. Progress and development occur as the child's brain is at its most active and level of involvement is high.

Personal Development

One of our curriculum drivers is Communication and Language. We understand that children's Language and communication skills are vital to a happy successful learner and important to develop a child's love of reading and writing, therefore, staff take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language and moving learning forward in the teachable moment. We promote speaking and immerse the children in a language rich environment to promote their use of language.

Vocabulary is also a focus within adult led activities, through stories, rhymes, songs and we promote these new

words throughout the day. When necessary, children that require additional support with their speech and communication skills participate in interventions like Talk Boost and specific interventions following their Speech and Language plans.

Parental Links

At Bempton Primary School, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. Parents are regularly invited into school for stay and play sessions and we use the home school communication platforms Tapestry and Seesaw to keep parents updated on children's learning in school.

Impact

Our children will be actively engaged in their learning and the enjoyment of this learning will be apparent in their daily provision. All children will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through educational visits and practical experiences. Our Children will be able to appreciate and understand the world around them by experiencing and learning about different cultures, celebrations, music, dance, art and history. Children will actively ask questions about the world around them and their learning experiences. They will be able to take risks as this is an opportunity to learn.

We also aim to help children to make sense of the world around them, through our school values of 'Be Kind, Be Responsible and Be Aspirational'. Our Early Years children will be successful learners and fully prepared for the next stage of their education as they transition from EYFS into KS1.

We know that by the end of Foundation Stage at Bempton Primary School, our children will have developed the essential knowledge and skills required for everyday life and lifelong learning. We believe the children at Bempton Primary School will be happy, inquisitive and successful learners who have bright futures

Assessment

We want each child to get the best possible start in life and to be ready to thrive in KS1. At Bempton Primary School we do this by ensuring ongoing assessment is an integral part of the learning process. Staff observe pupils and these observations are used to plan next steps.

Throughout Nursery and Reception children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages for Nursery and Reception set out in our bespoke curriculum document with focuses on the statements in the document 'Development Matters' in the Early Years Foundation Stage (EYFS).

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play; in adult-led activities; focused activities; through discussions with parents and carers and through talking to the children. We keep evidence of 'Memorable Moments' and children's work within phonics, maths and other adult led activities when appropriate to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in reception has an online Learning Journal in which we record our observations.

At the start of Reception children are assessed using the Statutory Reception Baseline Assessment and our own baseline to determine a baseline, or starting point, for their future learning. Judgements are based on the adults' observations of children during activities and play. Parents/carers will be given information on these starting points and information about next steps in learning at parent's evening.

Every term the children's progress is recorded and tracked to ensure progress is being made. If there are any gaps in the children's learning, then interventions, either within children's play or adult led, are identified and commence.

The Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning, is a statutory report. Observational evidence, teacher judgement and samples of children's work throughout the school year will be used to assess children as 'emerging' or 'expected' based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum. Parents/carers will be given information of their child's achievements in a written report at the end of the Summer term.

From their own starting points, children will make progress academically, emotionally and socially, developing a sense of themselves so that they are prepared for Key Stage 1.

Cultural Capital

Children in EYFS build on their early experiences of cultural capital by being provided with rich opportunities to be curious, explore, and try new things and experience awe and wonder.

Enrichment is an essential part of Bempton Primary Schools EYFS Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within EYFS:

- Providing first hand rich experiences to be curious, explore, try new things and experience awe and wonder.
- Celebrating and learning about festivals and cultural events e.g. Mardi Gras and Chinese New Year.
- Arranging a visit from local organisations e.g. firefighters, police officers and vets.
- Introducing new words, sounds, phrases and poems through stories, songs and rhymes with the use of talk through stories and vocabulary time.
- Building on children's interests and incorporating them into the curriculum.
- Local walks
- Trips e.g. to a farm.