

Lane Green First School
Early Years
Foundation Stage

Vision For EYFS

Intent

We believe in providing all children with a safe, nurturing and stimulating environment that builds on each individual's needs and interests. We provide children with a wide range of opportunities to learn through play. We ensure that adult-led learning is fun, engaging and suitably challenging. We value the importance of outdoor learning and ensure children have a wealth of opportunities to develop their thinking and problem-solving skills. We are committed to providing the best possible start for our children and instil a real love of learning. Through fun, creative teaching, we aim to actively engage, inspire and enable our children to flourish and succeed.

Implementation

In EYFS there are seven areas of learning. We have a creative approach in delivering all aspects of the framework and provide children with a wide range of provision for them to explore across the setting.

Communication and Language - Adults model the correct use of language at all times, introduce new vocabulary whenever possible, facilitate partner talk and support negotiation, planning and organising talk during continuous provision.

Physical Development - There are opportunities for children to develop their fine motor control in all areas of continuous provision across the setting. Opportunities for gross motor control in the setting helps children develop their spatial awareness, balancing and climbing skills as well as managing risks safely. In Reception the children have a P.E. session per week which facilitates the development of gross motor skills but also exposes children to good health and hygiene practices and independence in dressing and undressing.

Personal, Social and Emotional Development - Through circle time, adult-led sessions and continuous provision we encourage our children to be independent, resilient, explore and discuss feelings and emotions and build a positive growth mindset.

Literacy - In EYFS we strive to instil a love of reading. We have daily stories, a focus text each week, support individual reading with strong home links and visit the library weekly. Phonics sessions are delivered daily to build the foundations for reading and writing. There are opportunities for writing in all areas of continuous provision across the setting in addition to focused adult-led group sessions.

Mathematics - We have daily mathematics sessions to develop and embed early number skills through practical activities using concrete apparatus. We constantly strive to promote the use of mathematical language and early reasoning skills at every opportunity during continuous provision as well as adult-led teaching.

Understanding the World - Through a wide range of supported activities and through play we encourage our children to show care for our environment, respect all living things, respect the beliefs of others whilst learning about a range of cultures.

Expressive Arts and Design - We plan a range of opportunities for children to explore and be imaginative through dance, role-play and music. During continuous provision, children have

open access to a wide range of media and materials to allow them to use their imagination and demonstrate their creativity.

Religious Education - We deliver weekly R.E. sessions which encourages the children to ask questions and take part in discussions about different religions.

Forest School - We plan regular opportunities for children to access the forest area in order to improve physical fitness, build confidence and independence, develop respect and care for living things, interact and build relationships with peers (team work) and allowing exposure to manageable risks.

Parent Partnership - In EYFS we have an open-door policy and always make time to speak to parents as necessary. We have celebration assemblies, class assemblies, sports day, Christmas performances and parents' meetings. We also plan regular opportunities for parents to look at their children's learning journeys.

Impact

We will judge the success of our curriculum in the following ways:

Pupil voice - What do the children enjoy? What are their interests? What do they want to learn about?

Planning - Does the planning provide challenge? Is there full curriculum coverage?

Monitoring progress - Regular moderation of learning journeys, writing books, observations and termly tracking – are all children making good progress?

Data - Is year group attainment in line with or better than the national average?

Learning walks - Is challenge provided in all areas of continuous provision? Are there opportunities to write, investigate number, develop language skills etc.? Is the value of reading promoted? Are adults able to take children's learning forward through intervention and questioning as necessary?

Environment and provision - Is the environment well presented? Does it support learning? Are there high-quality play opportunities to move children's learning forward in all areas of the curriculum?

Governor links - Termly meetings to monitor action plans and data.