



Early Years Foundation Stage EYFS Intent, Implementation and Impact Statement September 2021

The Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to five. This framework becomes effective from 1st September 2021.

Intent

At Deykin Avenue, our curriculum has been designed to recognise children's prior learning and experiences, both from previous settings, to provide the children with the best possible start at Deykin Avenue JI School, ensuring that every child reaches their full potential from their starting points. Through our curriculum we aim to engage children in their learning from the very start and expect our children to become happy, confident and skilful communicators who are curious about the world around them. We want our children to explore safely, take risks and challenge their own learning.

There is a strong emphasis on the Prime areas of learning: Personal, Social and Emotional Development and Communication and Language, including Oracy. We recognise that oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which will impact on their well-being.

We aim to provide children with knowledge, skills and experiences in a hands on, holistic way so that all learning is embedded in a meaningful context, both indoors and outdoors. Staff will create a positive, nurturing environment, indoors and outdoors, where the children feel secure, develop their independence as learners and are motivated.

We will work closely and collaboratively with parents in order to ensure that we value the child's home experiences.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge they need to succeed at the next stage of their education.

Implementation

We follow the Early Years Statutory Framework, which specifies the requirements for learning and development in the Early Years across all 7 areas of learning.

Prime Areas:

- ❖ Communication and Language
- ❖ Physical Development
- ❖ Personal, Social and Emotional development

Specific Areas:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ expressive arts and design

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

The timetable is carefully structured so that children have directed teaching time during the day. The timetable will change during the year, taking into consideration the development of the children and their changing needs. Directed teaching sessions will be followed by small focused group work. This enables the teacher/key worker to systematically check for understanding, identify and respond to misconceptions and provide immediate feedback to the children.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. To ensure that we support the children effectively, we will:

- ❖ Have quality conversations with the children, echoing back what the children say with new vocabulary added;
- ❖ Provide a language-rich environment;
- ❖ Ask questions to find out more and to check children understand what has been said to them;
- ❖ Build children's language effectively;
- ❖ Read frequently to children, engaging them actively in stories, non-fiction, rhymes and poems;
- ❖ Provide children with extensive opportunities to use and embed new words in a range of contexts.

Physical Development

Physical activity is vital in children's all-round development and will enable them to pursue happy, healthy and active lives. To ensure that we support the children effectively we will:

- ❖ Support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility;
- ❖ Provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts;
- ❖ Give support and provide feedback;
- ❖ Model precise vocabulary to describe movement and direction and encourage children to use it;
- ❖ Provide a range of equipment to develop children's fine and gross motor skills;
- ❖ Provide opportunities for play both indoors and outdoors.

Personal, Social and Emotional Development

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives. To ensure that we support the children effectively, we will:

- ❖ Provide children with strong, warm and supportive relationships;
- ❖ Enable children to learn how to understand their own feelings and those of others;
- ❖ Support children to manage their emotions;
- ❖ Provide guidance and where appropriate modelling of how to look after their bodies;
- ❖ Support interaction with other children.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start and across all areas of learning. Staff will read frequently to children, engaging them actively in stories, non-fiction, rhymes and poems. We will provide the children with rich opportunities to use and embed new vocabulary. We have identified books on our curriculum overview that will be a focus for the children during their time in Reception; however, we will not limit ourselves just to these texts.

Phonics – We follow Read Write Inc. and to ensure consistency, this approach is used consistently across the school. Phonics is implemented as soon as the children start school full time (after two half day sessions at the start of September).

Phonics/Reading

- ❖ Help children to read the sounds speedily;
- ❖ Show how to say sounds for the letters from left to right and blend them;
- ❖ Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet etc.
- ❖ Listen to children read some longer words made up of letter- correspondences they know;
- ❖ Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge;
- ❖ Not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught;
- ❖ Make available books for the children to share at home and school (decodable).

Writing

- ❖ Teach formation as they learn the sounds for each letter using a memorable phrase;
- ❖ Support children to form complete sentence before writing;
- ❖ Help children memorise the sentence before writing by saying it aloud;
- ❖ Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences
- ❖ Model how you read and re-read your own writing to check it makes sense

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception, we follow the White Rose Maths Scheme. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. To ensure that we support the children effectively, we will:

- ❖ Provide frequent and varied opportunities for children to build and apply their understanding (counting, numbers to 10, relationships between them and patterns within those numbers);
- ❖ Provide rich opportunities for children to develop their spatial awareness, across all areas of maths including shape, space and measures;
- ❖ Support the children to develop positive attitudes and interests in mathematics;
- ❖ Encourage children to 'have a go';
- ❖ Encourage the children to talk to adults and peers about what they notice and not to be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. To ensure that we support the children effectively, we will:

- ❖ Provide the children with a range of experiences that increase their knowledge and sense of the world around them e.g. visiting parks, museums, libraries etc.;
- ❖ Arrange for visits from or to important members of society e.g. firefighters, police officers, nurses etc.;
- ❖ Read a wide range of stories, non-fiction, rhymes and poems to foster their cultural understanding;
- ❖ Support the children to enrich and widen their vocabulary.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. To ensure that we support the children effectively we will:

- ❖ Provide children with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials;
- ❖ Support the children to develop their understanding, self-expression, vocabulary and ability to communicate through the arts;
- ❖ Provide opportunities for children to work together to develop and realise creative ideas.

Impact

Through the delivery of a well-planned, child-led and challenging curriculum, we aim that the children will leave the Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One. By the end of Reception, children will have developed knowledge and skills across all seven areas of learning and will achieve well from their individual starting points. This will be measured at the end of Reception as to whether the children have achieved a Good Level of Development.

Our aim is that by the end of Reception, children will:

- ❖ Have acquired a wide vocabulary and communicate effectively;
- ❖ Have a secure knowledge of phonics and use this to read accurately and with increasing speed and fluency;
- ❖ Have developed a strong grounding in number and have positive attitudes towards mathematics;
- ❖ Have good personal, physical and social skills;
- ❖ Enjoy, listen attentively and respond with comprehension to familiar stories, non-fiction, rhymes and poems;
- ❖ Demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment;
- ❖ The children will listen attentively and respond positively.