

Holy Trinity Rosehill CofE Primary School

EYFS Curriculum Story



Our School Curriculum Aims

Our distinctive ethos is found in our values, our collective worship, our teaching of Religious Education and our curriculum. Our ethos is the heart beat of our school.

Our curriculum aims are:

- To embrace learning and the joy it brings
- To have the freedom to explore and grow as part of our school community
- To experience an exciting and ambitious curriculum allowing children to know more and remember more
- To equip everyone with the skills and values to let their light shine in life and
 - our community
 - To be happy and healthy citizens



Our Curriculum – What do we want and why?

‘let your light shine’

Through our curriculum, we want everyone to have the **opportunity to grow as individuals**, to **take risks** in a safe and engaging environment and to be able to **let our lights shine**. Our curriculum helps us to **appreciate our own talents, skills and those of others**.

Our curriculum celebrates God’s world and the joy it brings. It **challenges thinking**, **provides opportunities to build on prior knowledge** and to **develop relationships and skills** of working in unity. We use our local area and the opportunities it provides to **ignite our curiosity** in the world around us as we **discover the foundations we will continue to build upon** as we grow older.



Our Curriculum Aims in EYFS

Engage in a curriculum where children are able to make links across learning

Use real life and natural resources in play which spark curiosity and wonder

Emerge children in a rich vocabulary environment through conversation and discovery

Engage in sustained play experiences with adults and peers

Provide opportunities to build the relevant foundation skills and knowledge they need as they grow older

To embrace learning and the joy it brings

To have the freedom to explore and grow as part of our school community

To experience an exciting and ambitious curriculum allowing children to know more and remember more

To equip everyone with the skills and values to let their light shine in life and our community

To be happy and healthy citizens

Build confidence and know that they can make mistakes and ask questions

Be a part of our whole school family

Inspire and encourage curiosity through meaningful experiences

Develop a love of reading through high quality fiction and non fiction texts



Our EYFS Curriculum – Overarching Principles

A Unique Child

High expectations to encourage children to develop self belief

Celebrate and welcome differences

Access to the outdoors

Child centred learning based on children's interests

Back and forth interactions with children to develop language

Extended periods of play and sustained thinking

Recognise children's prior learning

Positive Relationships

Work in partnership with parents, carers and others to give the best possible start

Stay and Play sessions

Key Person relationships with child and family

Welcoming atmosphere where everyone is listened to

Developing the skills and expertise of staff in EYFS

'My work in Nursery and Reception' books to show learning journey

Enabling Environments

Outdoor Learning

Natural, open ended resources which spark curiosity and allow children to flourish

Child and Adult led learning

Vocabulary rich environment

Books to promote a love of reading

Knowledgeable staff who optimise learning opportunities

Displays which celebrate children's learning as well as calming backdrops

Learning and Development

Recognise the importance of partnership with parents, carers and other settings to provide the best possible start

Reception Baseline Assessment

High levels of engagement enabling high levels of attainment

Embed a language of learning based on the characteristics of effective learning

Joint Curriculum construction

Engaging curriculum and learning experiences

Characteristics of Effective Learning

Playing and Exploring

Finding out and exploring	Playing with what I know	Being willing to have a go
I am curious about objects, events and people	I pretend with objects	I initiate activities
I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'

Active Learning

Being involved and concentrating	Keep on trying	Enjoy achieving what I set out to do
I can focus on an activity for a period of time	I keep on trying when something is challenging	When I meet a goal I am satisfied
I find some things fascinating	I make predictions	I am proud of how I do things (not just the end result)
I am not easily distracted	I test my ideas to see if they were correct or not	I enjoy challenge for my own sake, not just for praise and rewards
I pay attention to details	I think about grouping, sequencing and cause and effect	

Enabling Environments

Having my own ideas	Making links	Choosing ways to do things
I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
I find ways to solve problems	I make predictions	I think about how well my activity is going
I think of new ways to do things	I sometimes test my ideas	I change how I do things sometimes
	I think about grouping and sequencing and cause and effect	I think about how well my approach worked

Early Years Foundation Stage - Implementation

Through our knowledge of each child and assessments, we **plan exciting and engaging activities** that will move the children's learning forward

We plan around a **termly theme** which is reviewed regularly and builds on a rich vocabulary and the children's needs

Children learn through a balance of **child initiated** and **adult initiated** activities

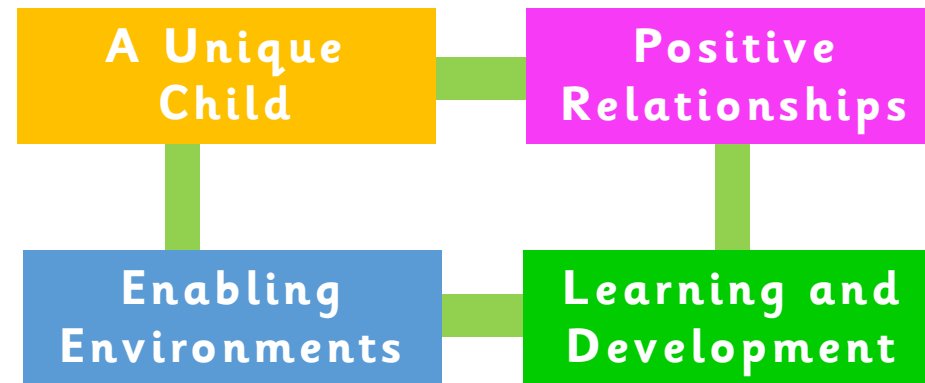
Sustained periods of play are woven into the daily routine to allow children to explore and grow in their learning

In Reception we follow **the Essential Letters and Sounds** scheme in phonics. Children in Nursery focus on **Phase 1** (Letters and Sounds) in line with the ELS guidance. This phase concentrates on developing speaking and listening and lays the foundations for Reception.

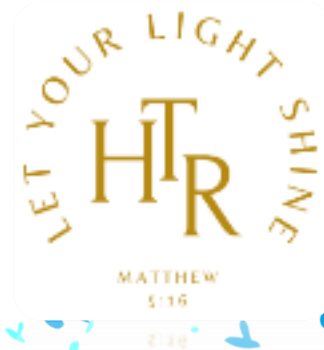
Our inclusive approach enables all children to learn together. **Adults across EYFS support children** who may need support within their learning and development

We collect **evidence of children's learning** through their books, observations, conversations and photographs.

Parents / Carers play a part in our EY curriculum. We involve them to gather information from home around our curriculum or events in their family lives.



In Reception we follow **Number Sense** for maths supplemented by **White Rose Maths** in our provision. These lay the foundations for children's mathematical understanding as they move into KS1.



Guidance and Approach

To support our curriculum in EYFS, we use the statutory framework for EYFS.

We take into consideration the **needs of our children** and **opportunities that are unique to our setting**

Our curriculum is built around **key experiences and learning** we want the children to be exposed to

Our **curriculum aims** are the principles that guide us to plan and provide for children's development

Our curriculum is **adaptive and responds to events in the world or in our lives** when needed to build our children's understanding of the world we live in

Outdoor learning is a continuous part of our children's day with access at different times. Provision is planned for across all areas.



Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021

Effective: 1 September 2021



Our approach has **education and care intertwined** – We are a **Thrive School** and strongly believe that children **need to feel safe, listened to and cared for to be able to learn**

Our **knowledge and relationships** with and of the children helps us offer support where needed. Our relationships help to challenge and scaffold interests of the children

We see every **interaction as an opportunity to connect with our children and families** to allow all to have a sense of belonging in our school and the community

Books are chosen each term linked to termly themes and specific learning such as number. Other **high quality texts rich in vocabulary** are also chosen to support learning.



Early Years Foundation Stage Monitoring and Evaluating

Assessment

We **reflect** on what we have seen and work together to analyse what we have noticed to inform planning. We use the **Characteristics of Effective Learning** alongside new ideas and knowledge to guide children's learning in all areas

As a school we assess formally at key points across the terms. In Nursery and Reception this focuses on the **7 Areas of Learning** which are then analysed through our school data. Children will also take part in the Reception Baseline Assessment and the EYFS Profile at the end of Reception.

Planning

We consider how we can **support, extend and teach our children new things**. We want our children to **see themselves as learners** and we consider how they are building the **strong foundations for future learning**. We think about **how our children learn**.

Planning

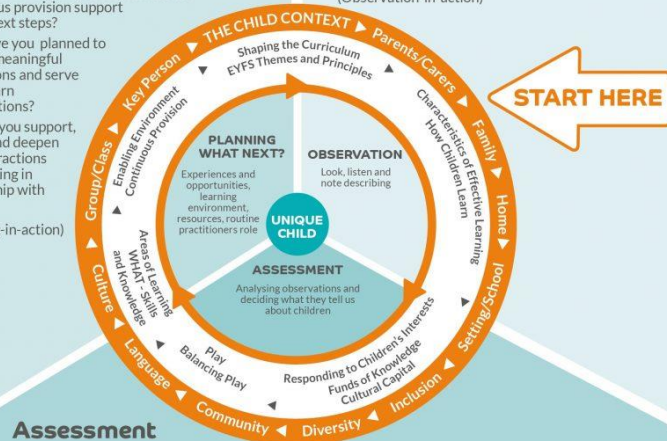
Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and serve -and-return conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me? On my own and with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)



Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of learning and development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)

We start our monitoring and evaluating with the **unique child at the centre**, moving on to matching interactions and experiences to meet children's needs

Observation – Listen, Look and Note

We observe children as they **act and interact through play, planned activities and everyday activities** and also work with parent/carers about what children do at home

As adults in EYFS, we are **continual observers** and provide challenge and direction through conversation. We **celebrate the creativity** of the children with their ideas

To help shape our provision, we observe areas across EYFS for **hot and cold spots** to ensure what we provide for the children is relevant and engaging

UN Convention on The Rights of the Child state that children have the **right to express their views and have their views taken seriously**. They also **have the right to play and engage in activities appropriate to their age**

Impact of our EYFS curriculum – What difference does our curriculum make?

Parents and Carers

Positive feedback about our school and their children's attitude towards school

Take pride and share examples of when their children have been enthused by the curriculum

Are **involved** at different times during the year to **share our children's joy of learning** but also to **contribute to children's development**

Governors

Governors work closely with the EYFS Team and **confidently talk about developments in the Early Years.**

Governors share in our joy of learning **and see our children shining throughout our Early Years curriculum**

Children

Children **talk with confidence** about their learning and are **curious**

Are **enthused and interested** across the curriculum

Can **all access, enjoy and make progress** within the curriculum, regardless of their individual starting points

Children's work

It is clear that they **take pride** in their work and demonstrate this across the curriculum areas

Captures their increasing understanding of developing knowledge

Shows progress children are making clear progression taking place within each area of work

Demonstrates our love of reading linked to high quality texts

Teachers

Have **high levels of confidence** in delivering all areas of the EYFS curriculum

Have **strong subject and child development knowledge**, continually building on **new approaches to support learning**

Are aware of **how our children** learn and use this to build an **exciting, ambitious and engaging curriculum offer**

Talk confidently about what is **working well** and what **needs to develop**

Visitors

Positive feedback about children's engagement and behaviours for learning

Comment on the **high quality** work they see

Praise the **exceptional behaviour** demonstrated by our children



The EYFS Curriculum – Areas of Learning and Development

Prime Areas

Communication and Language

Listening, Attention and Understanding

Speaking

Physical Development

Gross Motor Skills

Fine Motor Skills

Personal, Social and Emotional Development

Self Regulation Managing Self

Building Relationships

Specific Areas

Literacy

Comprehension

Word Reading

Writing

Mathematics

Number

Numerical Patterns

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials

Being imaginative and Expressive

Safeguarding and Welfare

Child Protection

Safeguarding in EYFS follows our **school policy** for all children.

All staff are **up to date with current safeguarding regulations** in **Keeping Children Safe In Education** and know to inform a member of the **Safeguarding Team** with concerns. Incidents are recorded on **CPOMS** and the **Designated Safeguarding Team** is alerted.

As a school we work with external agencies to ensure our children are **healthy, safe and secure**.

Key Person

Class Teachers across EYFS are a **key person** for children within their class. This ensures that the **relationship between home and school is strong**. **Teaching Assistants** also work alongside key children within the school day and also communicate with parents/carers.

Both Nursery and Reception have a **direct email** which staff check throughout the day. This method of communication is also followed across school.

Staff qualifications, training, support and skills

Staff in EYFS have **appropriate qualifications, training, skills and knowledge** and a clear understanding of their **roles and responsibilities**.

Through Staff performance management, targets are identified to enable staff to access **training and professional development opportunities**. These ensure that the **quality of teaching and learning continues to develop**.

Pupil Progress and SEND meetings across each term provide **opportunities for staff to discuss issues around child development, identify issues and find solutions**.

Members of staff across EYFS have a **current paediatric first aid (PFA) certificate**.

Suitable People

All staff at Holy Trinity Rosehill are employed and undergo a tight recruitment process.

Staff involved in this process ensure that **safer recruitment** requirements are followed. All staff have an **enhanced DBS certificate ensuring they fulfil the requirements of their roles**.

Staff : Child ratios

Staffing ratios at Holy Trinity Rosehill Primary meet the **needs of our children** and **ensure their safety** when in our care. The number of adults is **in line with the requirements highlighted in the Statutory Framework for EYFS**.

Reception classes are in line with the **infant class size legislation** and do not exceed **30 children** per class.

Health

Healthy living and habits are supported across EYFS. **All children in EYFS and across Holy Trinity Rosehill Primary** follow the same guidelines around illness, medication and the spread of infection

Children in EYFS are provided **healthy and nutritious meals, snacks and drinks including milk**. If a child has a packed lunch, school encourages parents/carers to provide a lunch inline with our own.

EYFS follows the school policies around the administering of first aid including recording and informing parent/carers.

Safeguarding and Welfare

Safety and Suitability of premises, environment and equipment

Both Nursery and Reception both have **suitable indoor and outdoor spaces** which meet the requirements outlined in the Statutory Framework. The school **emergency evacuation procedure** is followed and **fire exits and doors are accessible**.

Toilets and hand basins are within the Nursery and Reception classrooms. There are **changing facilities** within Nursery.

Children leave our setting into the care of individuals who are known to school. **Staff challenge and follow school safeguarding procedures** when needed to ensure all children are safe.

Staff work alongside the **school premises manager** to ensure all reasonable steps are taken to ensure they are **not exposed to risks**.

Risk assessments are carried out daily on outdoor spaces.

As part of our curriculum, our EY children will take part in **experiences outside of school**. **Risk assessments** are completed ensuring steps are taken to **minimise risks**, including consideration of our **adult to child ratios**.

Managing Behaviour

We follow our **school behaviour policy** across EYFS and **praise** and **encourage** positive behaviour. This motivates children in realising that good behaviour is valued.

we aim to build **positive relationships** with each other, with the child and with their families. We have **high expectations** of behaviour and we expect each individual to **respect** others, their families, culture and beliefs.

Information and Records

Information is shared when needed **with other professionals** to ensure the safety of children in our setting. Staff use **CPOMS** effectively to ensure information is current and relevant to the child and their needs.

All staff at Holy Trinity Rosehill have **annual training** for **UK GDPR** from our School Data Protection Officer (DPO).

Special Educational Needs

As a school, we support children with SEN or disabilities with regard to the **Special Educational Needs Code of Practice**. We have a **designated SENCO** who works with staff across school.

Staff meet with the SENCO on a termly basis to discuss the **needs of individual children**, however conversations do take place when needed around these meetings.

Children who need additional support work towards a **SEN Support Plan** which is **reviewed** and **adapted** where needed. A **Care Plan** is put into place where **children's medical or dietary needs** require additional information. Both these plans are agreed with parent/carers and are reviewed.

Staff and SENCO meet with external agencies such as Speech and Language (SALT) or the 0-19 Growing Team. Working in partnership allows us to ensure our children can flourish.



Early Years Foundation Stage Profile (ELGs)

By the end of Reception, children are assessed against the Early Learning Goals. These support staff to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Early Years Foundation Stage Profile (ELGs)

By the end of Reception, children are assessed against the Early Learning Goals. These support staff to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

Literacy

ELG: Comprehension

Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early Years Foundation Stage Profile (ELGs)

By the end of Reception, children are assessed against the Early Learning Goals. These support staff to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is undertaken during the first 6 weeks of the Autumn Term.

This assessment focusses on 'Language, Communication and Literacy' and 'Mathematics'.

The purpose of this is to show the progress children make from Reception until the end of Key Stage 2.