



Early Years Foundation Stage

Respect for ourselves, each other and our environment

Intent

At Soudley Primary School we offer a curriculum rich in our Forest heritage and woodland environment. We work hard to provide a stimulating classroom that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

Our enabling environment and curriculum are designed so that all children can participate in the learning. Skilful adult interactions support the children as they begin to link learning to their play, games and exploration right from the start gaining knowledge and skills in the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which shows respect, values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We recognise the positive impact that a strong partnership between parents and carers and our staff in the Early Years provision can play in providing firm foundations for the rest of their child's education.

By the end of their 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 to develop their learning in Year 1.

Implementation

At Soudley Primary School we meet the welfare requirements laid down in the statutory framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all our children.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through Read Write Inc. and early mathematicians through Can Do maths. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration.

We have built our school environment to enable our children to strengthen their core muscles through physical play and children spend time outdoors in all weathers. They develop through exploratory, sensory experiences in our mud kitchen, sandpit, water area and other sensory spaces.

Our learning environment is adaptable in order to reflect children's interests and progression. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have continuous provision, adult initiated and child led exploration and directed teaching during each lesson.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development.

Children are provided with time to engage in exploration throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Our inclusive approach means that all children learn together, but have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills and phonics.

Our Early Years children are in a class with Year 1 and this gives them the exposure to different skills and to experience learning opportunities which ready them for key Stage 1.

Impact

We have high expectations to ensure that all children make strong progress across all of the areas of the EYFS curriculum.

We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our core value and how they remember and use knowledge, skills and attitudes as they go into Year 1 and on through the school.

At the end of EYFS our children;

- Have strong communication skills both written and verbal
- Are well on their way to being good readers and early mathematicians
- Show growing '*respect for ourselves, each other and our environment*'
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge
- Develop a sense of self-awareness and become confident in their own abilities
- Show independence and ownership of learning in all areas of learning