



Early Years Foundation Stage

Eastfield Primary School

Intent, Implementation and Impact

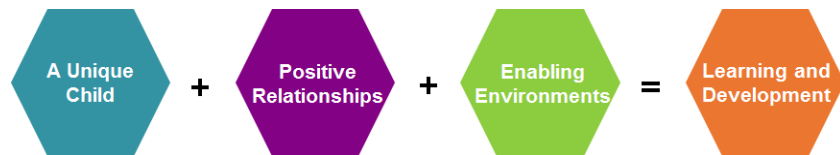




Early Years Foundation Stage Intent

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up” (EYFS Framework 2023).

At Eastfield Primary School we recognise that the early childhood years are the time in a child’s life at which it is crucial that they can develop a secure, positive foundation upon which their future learning and development can build. It is therefore our intention to provide our Reception children with the optimal environment, relationships and experiences needed to enable this foundation to become established.



Environment

“Children learn and develop well in enabling environments, in which their experiences respond to their individual needs...” (Department for Education, 2017).

At Eastfield Primary School it is our intention to understand each child’s needs, abilities and interests and to respond appropriately and proactively to this through our provision.

Relationships

“Children learn to be strong and independent through positive relationships” (Department for Education, 2017).

We intend to build supportive relationships between children, staff and parents so that children feel safe, secure and confident at school and so can thrive.

Experiences

“Every child is a unique child, who is constantly learning...”. “Children develop and learn in different ways and at different rates” (Department for Education, 2017).

To engage and enthuse our children in their early learning, we intend to provide a wide range of activities and opportunities to reflect different learning styles and needs.





Implementation

Academic Year 2023-2024

At Eastfield Primary School, we understand that the seven areas of learning and development in the EYFS curriculum are all interconnected and are underpinned by the Characteristics of Effective Learning. In our planning and provision, we consider the potential for coverage of multiple areas of learning through 'cross-curricular' topics or themes. These may include:

| <u>Half term</u> | <u>Theme</u> |
|------------------|--|
| Autumn 1 | Helping Hands (People who help us) |
| Autumn 2 | Eastfield Blocks (Alphablocks & Number Blocks) |
| Spring 1 | Once Upon a Time (Traditional stories) |
| Spring 2 | The Land Before Time (Dinosaurs) |
| Summer 1 | In Our Back Garden (Plants & minibeasts) |
| Summer 2 | What a Wonderful World (Animals) |

Although our provision is based around 'cross-curricular' themes and planned flexibly in response to the children's interests, we also plan opportunities to focus more in depth on one particular area of learning at a time, if appropriate. Here are some examples of our discrete provision which includes a mixture of adult-led and child-initiated opportunities:

| <u>Area of Learning and Development</u> | <u>Aspect</u> | <u>Examples of our provision</u> |
|--|------------------------|--|
| Prime areas | | |
| Personal, Social and Emotional Development | Self regulation | Daily 'check in' and 'check out' sessions Weekly circle times (or as needed) Daily story times |
| | Managing self | Planned child-initiated and continuous provision activities to reinforce PSED skills, including outdoor provision (e.g. role-play areas, small world play, sharing of resources, etc). Twice weekly assemblies with other Early Phase classes Planned opportunities to ease transition from Nursery and also into Year 1 |
| | Building Relationships | Relentless routines 3 Golden Rules Whole school 'Restorative Justice' approach Recognition boards |



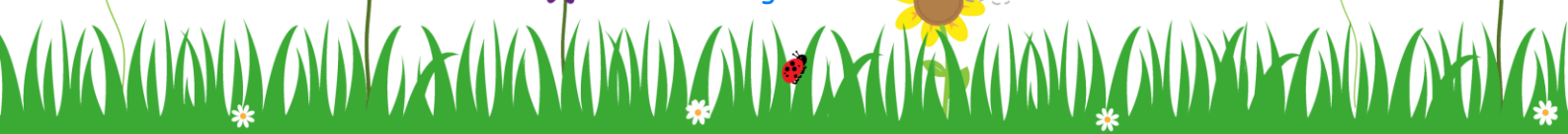


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| | | Praise and rewards including; sticker charts, house points, stars of the week, merit awards, writer of the week recognised, reading rewards and incentives |
| Physical Development | Gross Motor Skills | Weekly P.E. sessions, including getting changed and discussing health & self-care Planned adult-led and continuous provision activities that focus on gross and fine motor skills Daily handwriting sessions following the Kinetic Letters scheme Early Morning Work (EMW) activities focussed on fine motor skills, pencil control, handwriting |
| | Fine Motor Skills | Use of outdoor environment for additional gross motor opportunities. Encouraging independent hygiene practices – toileting, handwashing, eating, tidying up, etc. Balanceability sessions – small group intervention for improving gross motor skills Role play opportunities Small world opportunities A range of left handed equipment available in continuous provision Cool kids Programme |
| Communication and Language | Listening, attention and understanding | Daily 'check in' and 'check out' sessions Weekly circle times (or as needed) Daily story times including discussion of the book (opportunities for 'Talk for Writing') Small group adult-led 'focus' activities in which Speaking & Listening skills are encouraged Planned child-initiated and continuous provision activities to reinforce Speaking & Listening skills, including outdoor provision (e.g. role-play areas, Speaking Station, small world play, etc). |
| | Speaking | Whole-class Speaking & Listening activities such as session introductions and reviews Twice weekly assemblies with other Early Phase classes Small group 'communication' interventions for improving Speaking skills Interactive displays Embracing and encouraging children to use their preferred mode of communication |
| Specific areas | | |
| Literacy | Comprehension | Daily phonics sessions planned using Rising stars Rocket Phonics programme, differentiated/supported as needed Weekly planned adult-led small group activities to practise reading/writing skills – e.g. 'Read and Respond' in Spring term, guided reading in Summer term, writing activities based on our Theme/text |





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| | Reading | <p>Planned child-initiated and continuous provision activities to reinforce reading/writing skills, including outdoor provision</p> <p>Home reading scheme with books linked to current phonics phase</p> <p>Daily story time including texts by our class authors (Allan Ahlberg, Mick Inkpen and Ken Wilson-Max)</p> <p>Use of 'Talk for Writing'</p> |
| | Writing | <p>Modelled writing during whole-class or small group activities</p> <p>Early Morning Work (EMW) activities focussed on name writing and letter formation</p> <p>Small group 'Reception Literacy Programme' (RLP) interventions for improving reading and writing skills, particularly focussing on sentence structure</p> <p>Planned homework activities to reinforce reading and writing skills</p> <p>Weekly 'Star Writer' award with certificate given and writing work displayed in corridor</p> <p>Guided reading</p> <p>Outdoor literacy opportunities e.g. mud painting, mark making with sticks, acting out stories</p> <p>Rhyming/riddle games and opportunities</p> |
| Mathematics | Number | <p>Planned Early Mathematical Understanding (EMU) sessions to reinforce counting, number value, calculation and shape, space and measuring skills</p> <p>Weekly planned adult-led small group activities to develop number knowledge and numerical understanding</p> <p>Encourage reasoning skills in numbers and numerical understanding</p> <p>Planned child-initiated and continuous provision activities to reinforce Number knowledge and numerical understanding, including outdoor provision</p> <p>Planned homework activities to reinforce Number and shape, space and measuring skills</p> |
| | Numerical patterns | <p>Problem solving opportunities including jigsaws, sorting, comparing measures through explorative play e.g. capacity in sand and water, weight in the mud kitchen, height and length in the construction area</p> <p>Mathematical picture books</p> <p>Games involving a dice and counting moves</p> |
| Understanding the World | Past and Present | <p>Planned 'Themes' (topics) for learning throughout the year, to reflect UTW content</p> <p>Weekly planned adult-led small group activities to reinforce UTW skills</p> |

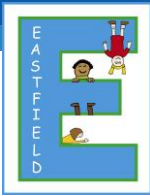




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| | <p>People, Culture and Communities</p> | <p>Planned child-initiated and continuous provision activities to reinforce UTW skills, including outdoor provision</p> <p>Visits to Kingswood throughout the year, other planned visits/visitors to reflect themes (e.g. police officers visiting school, visit to a farm, places of worship etc).</p> <p>Allow time to observe natural changes outside</p> <p>Planned 'Theme days' to introduce or consolidate a theme (e.g. a minibeast ball).</p> <p>Whole-school visits to local church and participation in concerts there</p> <p>Opportunities to watch caterpillars turn into Butterflies</p> <p>Planting seeds and caring for plants and the environment in the garden</p> <p>Access to iPad's</p> <p>Role play opportunities based on different cultures and beliefs</p> <p>Children are encouraged to share experiences had with their families out of school</p> <p>Share memories over time through class journal</p> <p>Circle times</p> <p>Celebrate a range of festivals and celebrations including; Diwali, Eid, Christmas, Easter, Harvest, Bonfire Night, Chinese New Year</p> |
| | <p>The Natural World</p> | |
| <p>Expressive Arts and Design</p> | <p>Creating with materials</p> | <p>Weekly planned adult-led small group activities to reinforce EAD skills, based around our themes</p> <p>Planned child-initiated and continuous provision activities to reinforce EAD skills, including outdoor provision</p> <p>Weekly P.E. sessions, including dance, gymnastics and 'performing' to others within the class</p> <p>Daily story times</p> <p>Contributing art work to theme-based classroom and corridor displays</p> <p>Contributing during whole-class 'performances' such as class assemblies or the Christmas Play</p> <p>Offer resources for mixing colours, joining materials and working collaboratively or independently</p> <p>Use natural materials to create artwork outside based on different artists</p> <p>Encourage children to develop their own ideas through exploration of media, materials and sounds</p> |
| | <p>Being imaginative and expressive</p> | |

Whether adult-led or child-initiated, we understand that engaging and motivating our children during an activity is most effective when we plan with the Characteristics of Effective Learning in mind: Playing & Exploring, Active Learning and Creating & Thinking Critically. Thus, we strive to provide activities that: appeal to the children's interests, build on





their prior knowledge and experiences, accommodate a range of learning styles (visual, auditory, kinaesthetic, etc) and include a balance of adult-led modelling and independent exploration.

Staffing and organisation

At Eastfield Primary School we have two reception classes that usually admit up to 30 children per class. The unit has two classrooms with an open back work space and a middle sensory/intervention room. Resources are shared between the two classes to ensure all children can access the curriculum at an appropriate level to match their ability. Foundation's outdoor provision has recently been expanded and now includes a forest school area. Children have access to the outdoors during different periods of the day during child initiated and adult led activities. They are able to access a wide range of sensory experiences in all weather conditions.

This academic year, we have an additional classroom for children with significant additional needs. Children in the EPC (Early Phase Classroom) have an EHCP or are in the process of getting one. The EPC offers a safe space for children to express themselves and learn in a slightly different way. The Early Phase leader and SENCO work closely to address the needs of individuals and aim to provide the best provision for them and to transition into the mainstream classes for parts of the day as and when they are ready.

Transitions

We appreciate that moving on from Nursery provision to Reception and then into Year 1 are huge milestones for our youngest learners and their families. As such, we plan as many opportunities as possible to ensure that our children feel comfortable and happy during these transition times.

We do not have a Nursery provision at Eastfield Primary School and so our Reception intake is mainly drawn from a nearby Nursery School, with a minority of children also joining us from other settings, such as private day nurseries. This means that the children who start Reception with us are experiencing a completely new building, unfamiliar adults and, often, new children. To ensure the wellbeing of the children in the face of such dramatic changes, we have in place a structured schedule of transition activities which we commence during latter half of the Summer term. This consists of:





- Our staff visit the Nursery School – We observe and interact with the children in their own familiar setting.
- Our staff liaise with Nursery School staff – We have opportunities to converse with each child's keyworker enabling us to share information about the child and their progress, interests, etc.
- Parent Information – During the Summer term, parents are given an induction meeting or video via the school website with Reception teachers and the Early Phase Leader in which they receive information about the school, Reception curriculum and expectations and can converse with key school staff to share any worries or ask questions.
- Parents will have the option to bring their child into school for a short session to have a look at the classroom, outside area, to discuss how the school day runs, where they put their coats and bags etc.
- Staggered start – In September, children in Reception will have staggered start times from the rest of the school so that they are not overwhelmed and can develop a relentless routine at a slightly slower pace. For week 1, children will attend school 9.30am-2.30pm and will be dropped off and collected from the blue fire doors directly into the classroom. During week 2, children will attend school 9am-3pm and will be dropped off and collected from the blue fire doors. Week 3, children will attend normal school hours of 8.55am-3.20pm and will be dropped off and collected from the blue fire doors. The final week of induction, Week 4, children will continue to attend normal school hours but will enter school the same as the other children using the 3 main gates and collected from their playground doors with the coloured fencing.
- After their first day of school, children will receive a starting school booklet to take home and keep.

Our 'Early Phase' consists of 2 Reception and 2 Year 1 classes. Throughout the year, Reception children become familiar with the Year 1 staff and children through the sharing of experiences in our phases such as weekly assemblies and daily lunchtime sessions. However, we also have a structured plan of transition activities during the second half of the Summer term, to further promote a smooth transition into Year 1. This includes:

- Sharing information – Planned opportunities for Reception and Year 1 staff to liaise and discuss the children's progress and experiences throughout the Reception year and what their 'next steps' might be. This includes the passing on of evidence of each child's learning





throughout the year, key information such as that relating to medical needs, SEND or safeguarding and each child's end of year report.

- In Reception – Within the familiarity of their current classroom and with their current teacher, children have opportunities to discuss what to expect during transition and what it will be like in Year 1 (e.g. Circle Time discussions, role-play opportunities, stories about transition, writing about themselves for their new teacher, etc). The Reception timetable and environment are also altered during the Summer term to reflect some aspects of Year 1 provision, so that children begin to grow familiar and comfortable with some of the changes in advance of starting Year 1.
- Children visiting Year 1 – children have the opportunity to visit their new classroom and spend time with their new teacher/TA. During these times, children engage in transition activities relating to their experiences in Reception and what they can expect to experience in Year 1.

Parents

At Eastfield Primary School we recognise the importance of establishing a positive relationship with parents as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

Before starting at Eastfield, children and parents are provided with opportunities to attend school on various occasions. Parents are invited in to meet the teachers and phase leader who will go through key information and the parents and children are invited in together to look at and explore their new learning environment.

We value the role of parents as children's primary educators and encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual wherever we can, for example:

- Face-to-face communication – During daily drop-off and collection times, we converse with parents as needed regarding their child's wellbeing, progress, behaviour or any concerns we may have. We encourage parents to do the same.
- Tapestry – We use this online learning journal to record observations of the children's learning and encourage parents to view and respond to what we have posted, as well as post their own photos or accounts of learning that their child has done at home.





- Homework and home reading – We encourage parents to support and engage their child with daily home reading and weekly homework activities. We emphasise to them the importance of this collaborative approach to their child's learning.
- Parent workshops – Throughout the year, we invite parents into school to attend informal workshops in which they can experience first-hand some of the skills and strategies that their child is being taught at school. For example: Blending and segmenting skills in Phonics or addition strategies used in Number work. The aim is that parents will learn and practise the strategy and can then support their child with it at home. We seek parental feedback from the sessions to then shape the content and delivery future workshops.
- Parents' Evening – We encourage parents to attend three evenings throughout the year and we aim to increase participation by considering the time slots of other siblings within the school and accommodating parents' requested times. During parents' evenings, we share information about the child's learning and progress so far, and what parents can do at home to support their child in their 'next steps'.

Early Years Foundation Stage Impact

The effective teaching in EYFS will impact upon the pupils in the following ways:

- Children will develop into confident, well-behaved and sociable pupils who have mutual respect for themselves, others and school.
- Children will be independent learners and thrive to do their best.
- School will have developed a good relationship with both children and parents ensuring everybody feels valued and part of the child's journey.
- Children will have a love for learning across a wide range of subjects and areas.
- Children will have a love of reading and writing through experiencing a wide range of stories, books and experiences.
- Children will be able to use their phonics skills to read at an age-appropriate level and to write a simple sentence that is phonetically plausible.
- Children will be fluent mathematicians and have a strong grounding of numbers, ensuring they have the necessary building blocks to excel mathematically.

