



## Early Years Foundation Stage

### Intent, Implementation and Impact Statement

At Lytham C of E Primary School our EYFS includes both a Nursery and Reception class. In our EYFS environment we place great importance on ensuring children are happy and healthy. We establish this by providing an environment in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to. We consider the emotional, physical, social, moral, spiritual and cultural development of each child which is underpinned by our Christian Values our school ethos and mission statement 'Together We Grow with God'. Our children will have a broad and rich learning experience whilst at school in order for them to become successful learners. This experience will allow skills to be developed which learners can then use in both their current and future education. Children will be challenged appropriately and independently to ensure that all children make good progress.

### Intent

At Lytham C of E Primary School our EYFS setting motivates children in order to promote success. We teach the Statutory Framework for the Early Years Foundation Stage. We use Development Matters to ensure a coverage of skills. Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Lytham C of E Primary School, ensuring each individual makes rapid progress from their various starting points. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including oracy and Physical Development. At Lytham C of E Primary School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We aim to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1

### Implementation

EYFS staff (both in Nursery and Reception) regularly introduce new themes to provide inspiration for learning. Children learn through a balance of child-initiated and adult-directed activities both in the classroom and outdoor area. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum has been planned across the year for Nursery and Reception to ensure progression of skills.

The seven areas of learning in EYFS are:

### Prime areas of learning:

#### Communication and language Development

Our children will explore a wide range of vocabulary and learn new vocabulary each day in a range of contexts. They will learn rhymes, songs and poems and be given the opportunity to engage and respond to stories. Reading and vocabulary is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we select some books, which are linked to our themes to explore in more depth, setting up our role play and small world areas to enable the children to re-tell the stories. These books are specifically chosen to develop oracy, vocabulary and comprehension. Through this, children begin to internalise new vocabulary, language patterns and begin to retell the stories with confidence. Role-play areas such as the outdoor mud kitchen provide children with the opportunity to communicate with their peers.



#### Physical Development

Our children will develop a wide range of physical skills with a focus on the fundamental movement skills. We use the PE Passport and the Five under Five document to ensure progression of skills. We provide opportunities both inside and on a large scale in the outdoor area for children to progress with their physical development. This includes activities to strengthen their shoulders to help with the writing process e.g. using rollers to paint with, sweeping leaves with long handled brushes.





### Personal, Social and Emotional Development

We provide a positive environment which ensures that the children feel safe, secure and confident in their own capabilities. The children form positive relationships with each other and the EYFS staff. Through our Christian values and PSHE work they learn to manage their own feelings and behaviour. We use the 'Colour Monster' story to encourage the children to recognise how they are feeling. We focus on factors that support their overall health and wellbeing e.g. tooth brushing.



### Specific area of learning

#### Literacy

We follow the 'Little Wandle Letters and Sounds Revised' programme to ensure consistency across EYFS. In Nursery children focus on Phase 1 which concentrates on children's speaking and listening skills. The emphasis is to get the children attuned to the sounds around them

and ready to begin developing oral blending and segmenting skills. In Reception children are introduced to Phase 2 and 3 where they will develop GPC and segmenting and decoding skills to decode words.

Both children in Nursery and Reception visit the school library and are encouraged to share books for pleasure. As well as inviting book areas inside each room the children have a quiet space in the outdoor area where they can look at share and be read to by the adults in the provision.

There are lots of opportunities for mark making and in Reception for writing opportunities both adult-led and independent in areas of learning. Reception children have a writing book.



**Mathematics** In Reception, we follow the White Rose Scheme of work. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle.





## Understanding the World

We use the Science Plan Assessment scheme of work to plan our themes for Nursery and Reception. Exciting and purposeful opportunities are planned to build on children's natural curiosity. They are given opportunities to observe, explore and discuss people, places, technology and the environment. Our outdoor area offers the children lots of opportunities to be curious.



## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. Children will be provided with various ways to express themselves and encouraged to perform in a way that positively celebrates themselves. Children will be supported in exploring and playing with a wide range of media and materials whereby they are encouraged to share their thoughts, ideas, and feelings in different ways. Such ways include art, music, movement, dance, role-play, and design and technology. Both Nursery and Reception have creative and painting areas within their provision where children can engage in self-initiated tasks.



## Impact

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out. The RBA (Statutory Reception Baseline Assessment) This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

### Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Class Dojo and shared with parents and carers. Examples of independent writing development are kept in individual books for each child in the Reception class.

### Assessment:

In Reception phonic assessments are carried out using the assessment proforma from the 'Little Wandle Letters and Sounds Revised' programme every half term to quickly identify pupils that are not making expected progress. Assessments are completed termly and shared with parents at parent meetings during the Autumn and Spring term. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Teachers, have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation – children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

