

Early Years Foundation Stage – The Hive

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. We embed our school vision 'Together, we will RISE' throughout our Early Years provision.

We aim to provide children, with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Date developed	May 2020	Date to Review	May 2021
Intent		EYFS Lead: Meg Heavisides	
Research	Implementation	Impact	
<p>1. To ascertain starting points for each area of learning for all children entering EYFS using an assessment process that has rigor and demonstrates progression throughout the year.</p>	<p><i>Observations of children are vital. Because each child has a unique set of abilities and talents, observations in different situations capture these first hand. The starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals. This gives a starting point for a holistic approach that will ensure that the child is always central to what is planned. Every Child Matters 2020</i></p>	<p>Baseline individual needs of children 3P and 2SP.</p> <p>Assessment EAD and UTW using observations and 1 to 1 interaction during T1.</p> <p>Carefully develop our flexible EYFS Curriculum which enables children to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.</p> <p>Children are assessed throughout the year using observations, child led learning and adult led learning.</p>	<p>Accurate starting point for T2 planning.</p> <p>Accurate judgements made three times during the year.</p> <p>Children progress at a rate that is at least good.</p> <p>Children will make at least good progress from their last point of assessment. This will be measured by progress made from three key assessment points across the year.</p>
<p>2. To deliver a child – initiated interest led curriculum to engage all children.</p>	<p><i>'Children's emotional development is particularly supported because children are able to make their own choices. They also gain independence skills as they can help themselves to resources. This type of play helps children to be creative as they have to develop their own ideas of how to play'. Teaching and play in the early years – a balancing act? 10 July 2015, No. 150085</i></p>	<p>Plan the curriculum from the starting points of individuals.</p> <p>Use child initiated and home led interests to lead the curriculum content from stating points.</p> <p>Books Hooks provide the stimulus for learning opportunities.</p> <p>Parents are involved with curriculum provision through interest forms and engagement with regular updates from The Hive.</p>	<p>The children show higher levels of engagement with their learning as they plan their own activities throughout all areas of the EYFS Curriculum around books they have chosen.</p>

<p>3. To deliver a broad and balanced curriculum to enhance lifelong learning for all children especially those with SEND.</p>	<p><i>The Department for Education recognises phonics as a key element in helping children to become successful readers.</i> DFE</p>	<p>Quality phonic delivery across Preschool and EYFS, linking to Year 1 phonic delivery. Staff CPD for use of Phonic and Maths resources across EYFS and Yr1/2.</p> <p>Maths Co-Ord and EYFS link to provide detailed Maths curriculum delivery using resources which are recommended through recent research to support children’s early learning.</p> <p>SMSC/PSHE and Superhero’s Learning Skills are seen throughout the curriculum with some specific teachings based on assessment observations.</p>	<p>Phonics provides a foundation for future learning and reading.</p> <p>Staff CPD – Early math's – Can do Maths! Numicon – long term learning and integrate new knowledge into larger concepts.</p> <p>Children develop an understanding of themselves and others and the skills to help with their lifelong learning.</p>
--	--	---	---

Teaching and Learning in EYFS

Children in both our Pre-school and Reception class follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-

Personal, Social and Emotional Development

Communication and Language

Physical Development

The Specific Areas:-

Literacy

Mathematics

Understanding the World

Expressive Arts

The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led; teacher taught sessions as well as a wealth of stimulating continuous provision opportunities.

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. We strive to develop these key characteristics of “Playing and Learning”- Exploring Ella, “Active Learning” – Active Annie and “Thinking Critically”- Thinking Tim in order to give the children the skills that they will continue to draw upon throughout their development.

All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year, which encompasses a range of topics, which are designed with their interests in mind. The curriculum celebrates diversity and supports the pupils’ spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and important observations. These provide us with information for future planning, not only for our individual classes but also for individual children’s next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting.