



## EYFS Policy

## **Aims of the Early Years Foundation Stage Curriculum**

1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
4. To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
5. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum and the ECM outcomes.
6. To provide a curriculum which provides equal learning and development opportunities for all the children.
7. To create a partnership with parents to support and enhance the development of the children.

## **The Curriculum**

In the Early Years Foundation Stage (EYFS) at Thorndon School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our early years follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

### **Prime Areas:**

Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships

Communication and Language: *Listening, Attention and Understanding and Speaking*

Physical Development: Gross Motor Skills and Fine Motor Skills

### **Specific Areas:**

Literacy: *Comprehension, Word Reading and Writing*

Mathematics: *Number and Numerical Patterns*

Understanding the World: *Past and Present, People, Culture and Communities and The Natural World*

Expressive Arts and Design: *Creating with Materials and Being Imaginative and Expressive*

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

We teach the children their daily phonics through Read Write Inc. which is a structured and systematic approach to teach literacy. The children will have books to read that correspond to the sounds they are learning to consolidate their knowledge.

Reading has become a focus for all children across the school, not only the ability to read but to have a love of books, with adults, their peers and themselves.

### **Play policy**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways.

Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.

- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

### **Planning, Recording and Assessment**

We have a very child-led ethos in class, and our topics are based on the children's interests. The children will experience a variety of activities within each topic.

Through topic planning we identify each of the Prime and Specific areas of development as identified in the Early Years Outcomes. Although the activities may vary according to the children, the learning intentions remain the same and are embedded during the activity.

Pupils are assessed according to The Early Learning Goals stages of development, recognising that every child develops at different rates and different stages.

Assessments are carried out by informal observations during their play, group activities and adult focused opportunities. We assess the children at the end of each term.

At Thorndon Primary School we use the online learning journal Tapestry to capture the learning of our children. Tapestry is a secure online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. Each child's learning journal on Tapestry can be accessed from home for families to see and celebrate. Families are also expected to capture learning at home to help create a whole learning journal profile of their child which supports the assessment of each child and build evidence towards the end of year Early Learning Goals. We encourage parents to become active in their child's learning and to join us for sessions in the classroom and celebrate achievements at home.

We also use Class Dojo, an online platform where we share the learning with families and they can like and comment the posts. We also share our *Stars of the Week* with families on the app.

We believe confident, happy children will achieve!