



### Statement of intent

The Early Years Foundation Stage (EYFS) sets the statutory standards that all early years providers must meet. We operate provision for pupils from 3 years old until the end of the Reception year. The EYFS aims to provide:

- Quality and consistency in all EYFS settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents/carers and practitioners.
- Equal opportunity for all children.

### Schemes of work

- Early Years Foundation Stage Curriculum.
- Development Matters, birth to 5.
- Monster Phonics
- Maths scheme of work (in line with the rest of the school)
- RE scheme of work (in line with the rest of the school)
- PSHCE scheme of work (in line with the rest of the school)
- PE 'GetSet4 PE'

### Curriculum content

#### Principles of the Early Years Foundation Stage.

The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

All children work towards the 17 Early Learning Goals.

Children develop and learn in different ways and at varying rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

The EYFS is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific). We believe not one of these areas can be delivered in isolation from the others. They

are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning with the children's interests in mind with consideration for both the needs of boys and girls and for children with special educational needs and disabilities.

#### **Record of pupils' work**

Pupils' work is gathered primarily through observations from the practitioner's within the unit and When children in Reception are ready to mark make and write, written work in any form is collected and displayed in individual children's work books. Work includes, Literacy, Maths and handwriting.

Seesaw is used as a communication tool for parents and teachers to use. This can be used for 'wow' moments to be shared from parents at home and teachers can also use seesaw to communicate with parents about different things happening within the classroom.

Art and creative work is collected and displayed on our classroom learning journey ( display form and hard floor book).

RE tasks and activities are recorded in whole class books. These include photographs, examples of children's work and is annotated by the teachers.

#### **Assessment**

Pupils' are assessed continually and consistently. Observations are carried out both spontaneously and planned.

Data is collected every term and interventions planned according to the children's needs. Interventions and data are analysed through pupil performance meetings and targets set.

#### **Cross curricular**

The EYFS curriculum is cross curricular in its entirety.

Children's interests are followed to give children the opportunity to build on prior knowledge and extend their learning. Children learn best when they are excited and interested in their learning.

Children in the EYFS setting are encouraged to become members of extra-curricular clubs at school.

#### **Enrichment**

Visitors into school- For example, during the people who help us unit of work we had visits from a vet, police officer, paramedic, and a team of fire fighters with their fire engine

Whole class baking.

Walk to the Post Office at Christmas to buy a stamp and post a letter to Father Christmas

Trips and excursions organised in accordance with the children's learning and themes covered.

### Home school links

Reading suitcases- half termly the children take home the suitcase with a new book at hot chocolate to share with their family members

Reading books sent home weekly- one Monster Phonics guided reading book and two sharing books

Daily social media posts to share what the children have been doing in school

Parents are invited to our stay and play sessions and a thorough transition programme is implemented annually for children who are due to start in the nursery or reception year group.

An open evening is held to exchange information with parents/carers about what to expect when their child starts in our EYFS unit.

This year we plan to reintroduce sharing assemblies where we will share pieces of work and activities that we have been doing each term.

Our EYFS team are continually reviewing and evaluating how to deliver the best possible experiences and learning for children from 3 to 5. Future considerations for the EYFS at Barkisland would include, keeping up to date with the latest developments in the new EYFS curriculum and initiatives, both national and local.

In January 2023 our EYFS unit expanded. We now work across two classrooms (a Nursery and a Reception class) but still operate as an EYFS unit. We are continuing to grow as a unit and work as a team to nurture and support our children in their development.

The EYFS teachers will continue to attend the Sowerby Bridge Schools EYFS Cluster and contribute through sharing and developing good practice and using our EYFS setting as a role model for new and recently qualified teachers and students.