

## Early Years Foundation Stage (EYFS)

At Springfield Primary School, pupils in our Nursery and Reception class follow the [Statutory Framework for the Early Years Foundation Stage](#). This came into effect from September 2021. The EYFS curriculum has 7 areas of learning:

**3 Prime Areas** (Communication and Language; Personal, Social and Emotional Development and Physical Development) and

**4 Specific areas** ( Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our curriculum planning supports children to build upon their previous learning and provide an opportunity to explore a depth to their understanding of key concepts which are mapped out across the year.

Our Long-term planning in the Foundation Stage is based upon topic 'themes'. In addition, learning experiences are shaped towards the children's interests as well as considering the need for coverage of Educational Programmes outlined in the [Statutory Framework for the Early Years Foundation Stage](#). (Page 8) and the developmental needs of children shaped from the Non-Statutory '[Development Matters](#)' document. Our environment supports the delivery of the curriculum in our indoor and outdoor areas.

Our Practice shaped around the 'Overarching Principles' from the Statutory Framework:

<p><i>'every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.'</i></p> <p><b>From the beginning of foundation stage in our school Nursery, we ensure that there is a strong foundation of the 'Prime Areas' of which to build upon as the children move into Reception class. In Reception class, we ensure that children are ready for Year 1 as we aim towards the Early Learning Goals at the end of the Reception year.</b></p>	<p><i>'children learn to be strong and independent through positive relationships'</i></p> <p><b>Language development is central to children self-regulation and build relationships. It helps support a child to plan what to do next and communicate their feelings, wants and wishes. Our enabling environment and supportive adults give opportunities to develop these skills within the 'Prime areas of learning'. Adults who support play experiences model behaviour to support their personal and social development.</b></p>
<p><i>'children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers'</i></p> <p><b>Within our foundation stage, we use the 'Early Childhood environment rating scale' to ensure that our environment is effective in providing a basis for learning. Our environment indoor and outdoor ensures that children's vocabulary is developed as practitioners skilfully organise the environment for high-quality play which support curriculum planning along with pupils' interests. It is important that parents play an active part in the home-school partnership in order for their child to thrive. Parents and Teachers will have regular communication through parent/teacher meetings, key worker meetings and regular informal interaction daily.</b></p>	<p><i>'importance of learning and development. Children develop and learn at different rates.'</i></p> <p><b>At Springfield, we work in partnership with parents, outside agencies to ensure that the provision supports the development of children whatever their starting points. Our mix of learning approaches enables children to learn through play, guided small group and whole class direct teaching. As Practitioners, we observe children's development through a range of these learning experiences to ensure that pupils learning is moved on and supported. Pupils development will be discussed with parents throughout the year. At the beginning of Reception class, the children take part in the Statutory Reception Baseline Assessment which provide class teacher with an overview of their Language, Literacy and Mathematic skills with which to build upon. Within Nursery and Reception practitioners use Development Matters to support the delivery of the learning and developmental requirements of pupils under 5 years old. Our assessments will show what children can and cannot do in order to inform developmental next steps.</b></p>

Curriculum Overview

By the end of the Foundation Stage, our pupils become independent, confident risk-takers with self-determination. They are resilient learners, exploring, achieving and learning to their full potential.

The Teaching and Learning is based around THEMES incorporating what is outlined in the Statutory EDUCATIONAL PROGRAMMES, the developmental needs from the Non-statutory DEVELOPMENT MATTERS, a keen eye on the statutory EARLY LEARNING GOAL expectations and shaped around CHILDREN'S INTERESTS.

Our curriculum is: A cycle of learning which is related to a THEME using CORE BOOKS, RHYMES and SONGS.

We use REAL LIFE EXPERIENCES to provide hands-on experiences to enhance learning and cater for different learning styles:

- Growing seeds and plants
- Caring for animals such as minibeasts
- Trips and visitors to explore the community our surroundings and recall information from visitors to our setting.
- To represent the school and understand their part in the school community and beyond

## Intent

Our intent is our curriculum, outlined in our curriculum overview. It is a balance between child-initiated and adult led in line with the Early years Overarching principles. Our carefully planned provision and an enabling environment, which evolves to meet the needs of each individual in our cohort, supports our learners to achieve.

At Springfield we promote communication and language, physical development and personal, social and emotional development throughout the whole of our foundation stage. These Prime Areas of learning are woven into our everyday curriculum to ensure that they have the importance that they require in order to set the basis to develop the whole child. We have carefully chosen open-ended themes, which revolve around texts, concepts, songs, rhymes and experiences to ensure that our curriculum is broad whilst being flexible to be reactive to the school's context and stage of development of our pupils, and sequential to building on their prior experience.

## Implementation

Our implementation is our Pedagogy: how we choose to teach and present our curriculum. Our pedagogy responds to the learning needs of our children to ensure they make progress from their starting points. We effectively plan our curriculum and our provision to support the development of the children in each cohort, year upon year. Our ongoing assessment procedures enable us to know our pupils well by responding to their developmental needs as well as ensuring we are stimulating children through building on their fascinations and interests. At Springfield Primary, we prioritise creating a language-rich environment through the use of carefully selected provision both indoors and outdoors, through songs, rhymes, stories, non-fiction books and through providing time for quality interactions between adults and between the children.

We ensure our school ethos is evident to ensure that children feel valued. Our listening culture not only ensures children feel heard but also supports language development at this early stage, allowing children to flourish and gather words at pace in order to become effective communicators. Each interaction positively builds relationships as well as ensuring that there are no missed opportunities for learning. Children are encouraged to become confident, early readers through fostering an enjoyment of books and through the systematic teaching of Phonics using our Twinkl phonics scheme. Each interaction positively builds relationships as well as ensuring there is no missed opportunities for learning: we are fostering the love of learning, promoting curiosity, independence and furthering language development of our children. Children learn number rhymes, use stories and mathematical concepts through the direct teaching following adaptations of our White Rose Maths scheme. However, our Language and Mathematical skills are not constrained to the direct teaching from an adult but are embedded within the provision to enable children to apply concepts within their own play as well as through well-rehearsed routines, including tidying up! Physical development is key to ensuring that children are ready for their next stage in learning. Gross and Fine motor development is woven into our provision as well as ensuring that our pupils have the experience of the carefully chosen equipment in our outdoor and indoor provision to ensure our children are well supported, whatever their level of development.

Our relationships with families complement and assist in how well we know the children in our setting. At Springfield, we understand the importance of the parent partnership as part of the school community and the crucial role of their child's learning journey. The relationship with our new parents starts at the application stage. Parents are offered individual tours of the school and through the admission visits, stay and play sessions, and parent meetings the relationship with school is born. Carefully considered transition arrangements are chosen to suit the needs of the pupils within each cohort. School is responsive to the needs of families through Family learning sessions, Start Well programmes, Parent/toddler groups, visitors to school and links with health workers. During the year, parents receive updates on their children's learning through parent-teacher meetings, informal meetings and Curriculum planning, to inform them of what their child is learning and explanations about how they can help at home.

## Pedagogy in The Early Years

A high emphasis on the Prime Areas to support the development of the whole child.

Open-ended resources.

Opportunities for children to explore their interests.

Schematic play.

Routine and repetition

A safe space to learn and play ensuring children can make positive relationships with others and are happy in their learning (Leuven scale)

Staff-child ratios positively impact on the pedagogical approach and outcomes.

Adults model the use of vocabulary; use Communication in print; use talk frames to support sentence structure to support the development of the English language.

Time to talk, time to listen. Use of talk partners and talk time; giving children the time to talk is an important part of our school day.

Adults facilitating play and model language by thinking out loud

A balance of child-led (making own choices indoor and outdoor) and adult directed time, all of which are developmentally appropriate. Scaffolded, guided learning leads into child-led play-based learning in order to consolidate new learning. Adult directed time includes: A carousel of Guided reading activities; Guided writing and Phonics learning; guided Mastery Maths learning.

### Approach to play and learning

Building on prior learning: adults carefully observe, intervene and assess learning. (Shrec approach)

Know our children well to make informed judgements and assessments in order to plan next steps for learning and provision.

Building on prior learning: adults carefully observe and assess learning and use this information to inform next steps and the enabling environment.

Building the children's characteristics of effective learning through enhancements and open-ended resources.

Ensuring children are prepared for their next stage in their learning by the end of the Early years.

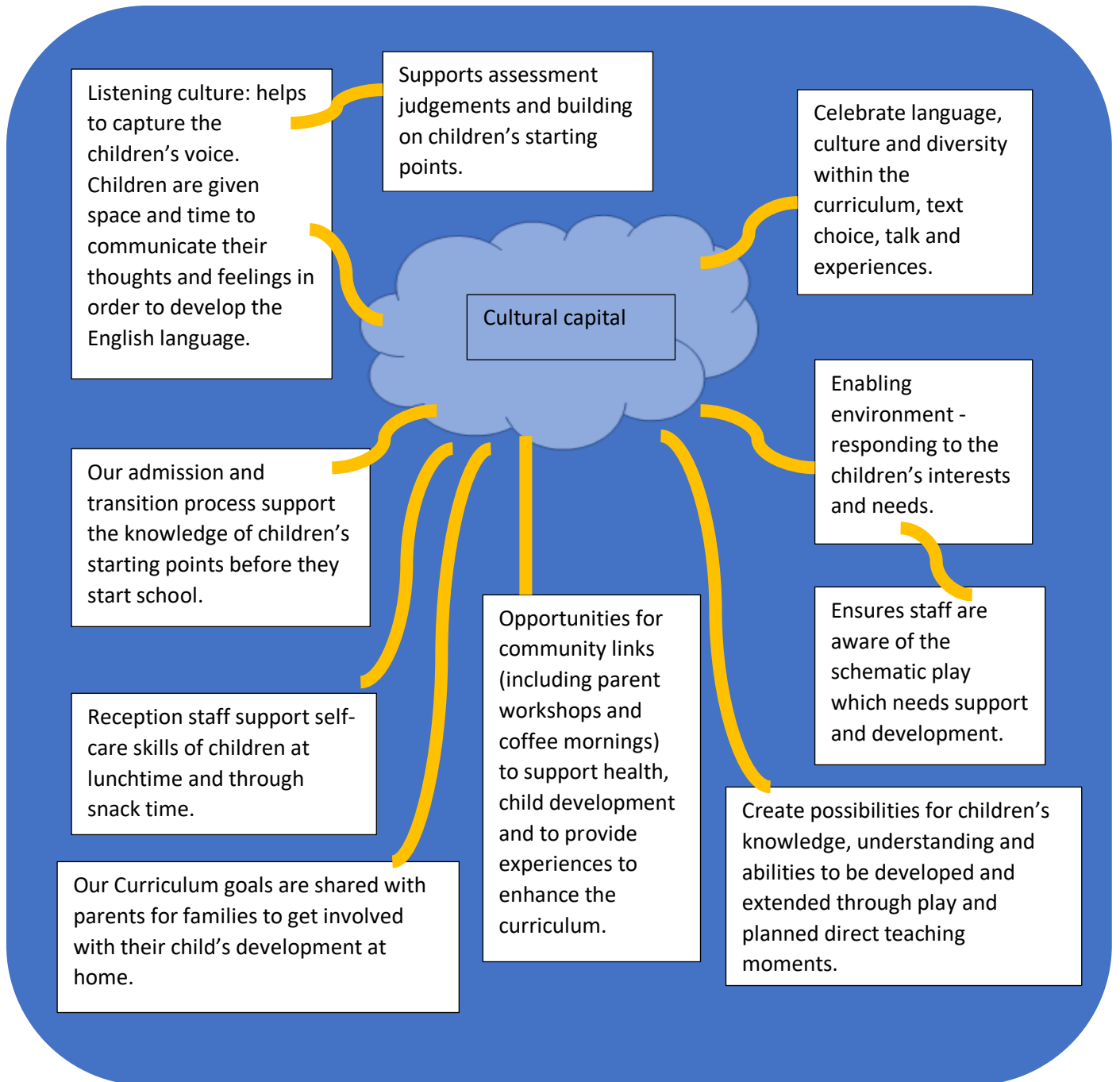
### Communication and vocabulary

Use of actions, rhymes, songs and stories as a basis of teaching curriculum areas.

Adults identify key vocabulary to support curriculum knowledge in addition to building upon prior Vocabulary knowledge.

ShREC Approach (EEF)  
Shared attention  
Responding by commenting on what they can see, hear, feel)  
Expanding: repeat the child's voice and build on  
Conversation: giving time to listen, process and reply.

Nurturing communications based on trauma informed practice.



### *Impact*

The impact of our curriculum design stems from reviewing teaching and learning within the foundation stage and from continual assessment of children's learning. The impact is shown within the practitioners' knowledge of children and the progress they have made. This is taken from direct teaching, observations of children in their play and formative and summative assessments for each child. Early years practitioners draw upon information from home and where appropriate any outside agencies working with a child. At the end of the foundation stage practitioners use their skilled knowledge of each child to make their judgements at the end of the year against the Early Learning Goals. Care is given to ensure that children are well prepared for the next stage in their education once they leave the foundation stage. Where children are emerging at this stage, staff ensure that the transition process is thorough to ensure that this is well supported for children moving to the next key stage.

## Our Curricular Goals

We tailor our curriculum to our school context and our current pupils.

Many of our pupils are EAL (English as an additional language) learners, some of whom are new to the country. Some of our learners are community children; a proportion of whom live in high-rise flats without gardens or a space outdoors to play.

In addition to our curriculum overview and the statutory expectations of the curriculum, as part of our recovery curriculum, in response to our On Entry assessments, we set curricular goals for children to strive to achieve throughout their time in our foundation stage, which we encourage our parents to support their child to achieve at home as well as in school. These goals are to enable the development of the whole child and in learning to achieve these goals they will become resilient through perseverance and practice.

These are:

### COMMUNICATION AND LANGUAGE

#### 1. Be Effective communicators.

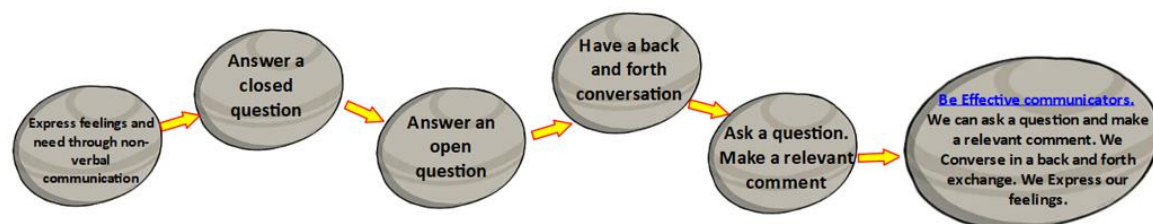
We can ask a **question** and make a relevant **comment**.

We **Converse** in a back and forth exchange.

We **Express** our feelings.

**Why are these important goals for our context?** We are EAL learners, who are learning a new language. They are able to share resources and take turns and converse in a back and forth exchange to communicate effectively with adults and other children. We will promote early language development to enable children to develop their use of the English language as well as valuing and developing their home language.

**How do we support this?** Model, promote and enable talk. We use home language in the setting where possible and encourage children to use their home language to become competent in both English and their mother-tongue. We use a core bank of stories, songs, rhymes and extend language within play situations. We use talk for writing techniques and talk frames to support sentence construction. We use curiosity resources to enable talk. Our adults model manners to promote respectful communication between others. We use talk time to enable children to talk about things that interest them. Children will be able to communicate how they feel and use talk to solve problems and find solutions.



### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

#### 2. Be Confident learners

We show **determination** to complete a goal.

We show **curiosity** in our environment.

We show **empathy** and **friendship** towards others.

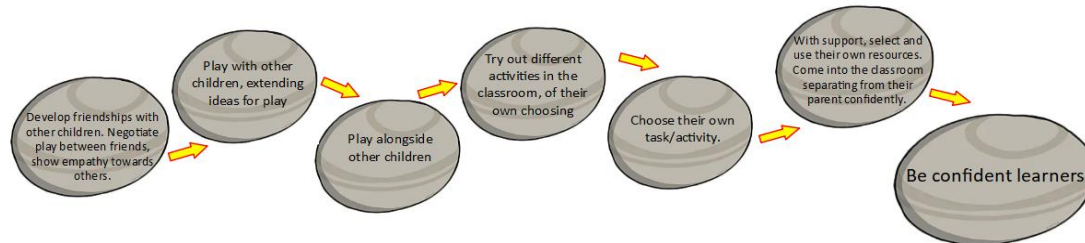
**Why are these important goals for our context?**

Our EAL learners are supported to settle into their environment to choose activities and make



friends. The children may not have a common language between themselves, adults or other children and so may need additional support to enable them to settle and become comfortable in the setting is important from the onset.

**How do we support this?** Enable the children in Nursery to develop a strong relationship with their key worker, in Reception a transition plan which will enable them to develop a relationship with others in smaller numbers. There will be lots of modelling of expectations, clear instructions for children to follow and children will become independent, confident learners. Characteristics of effective learning Dinosaurs promote the positive learning behaviours expected of our children.



## PHYSICAL DEVELOPMENT and PERSONAL DEVELOPMENT needs.

### 3. Use tools and equipment with confidence

We can **ride** a two-wheeled bike or **Throw and Catch** a ball.

We **persevere** to dress and undress and use the toilet independently.

We **use** cutlery with confidence.

We can **cut** and **shape** materials for a purpose.

#### **Why are these important goals for our context?**

Some of our children live in housing with limited space or a lack of outdoor space. To be able to ride a bike or send and receive a ball will strengthen their core muscles which will benefit their body strength for the future.

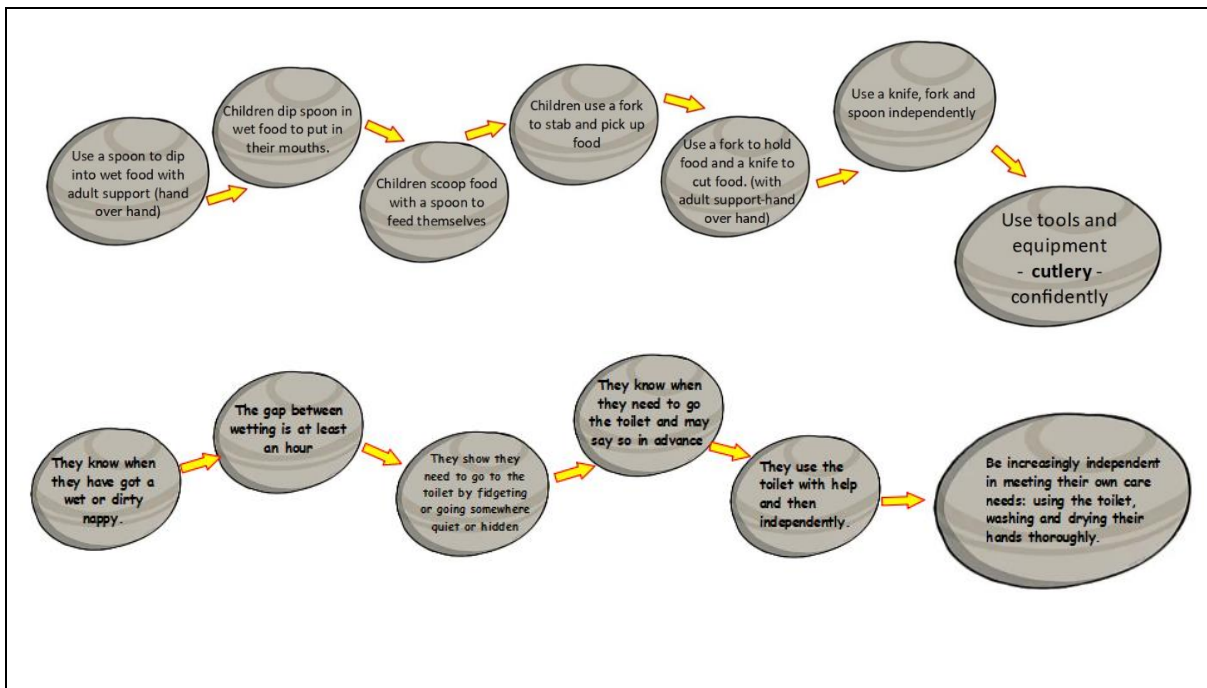
Some of our children enter the setting requiring support to toilet, dress and undress themselves. Many of our pupils come into Nursery and reception needing support to prepare a fruit snack or drink. Some of our pupils need support at lunchtime to use knife, fork, spoon tools effectively. Some of our children find the use of cutting tools difficult to master.

**How do we support this?** We use trikes, scooters and balance bikes as a progression towards riding a 2-wheel bike. Children will have experience of using bikes each day and supported to manage their own risk and to use the equipment safely. A range of sizes of balls and ball games are promoted and taught to enable children to effectively send and receive a ball to each other. Physical games will strengthen relationships between children and adults as well as developing skills they can progress with in future key stages.

When developmentally able, children will be supported to become independent with removing jumpers and cardigans, trousers and skirts, doing buttons and zips and becoming independent in the toilet. We will promote lots of fine motor skills actions to support the development of finger muscles. By the end of the foundation stage they will be ready for the next key stage so that changing for PE will not be a challenge.

We will model the use of knives for cutting fruit snacks, and encourage children to pour water for drinking. We will use play situations to model the use of knives, forks and spoons and which of these may be used for different situations. We will model manners in the snack situation and promote independence when preparing snack and clearing away from snack. We will use cooking activities to promote independence in using tools and techniques.

We provide children with the resources to be supported in the process towards using standard scissors to cut. Paired scissors and training scissors are used to support this technique. Children are provided with the tools to explore scissor cutting and other fine motor resources to develop their hand and finger muscles. To develop this skill will enable children to have the strength for early writing.



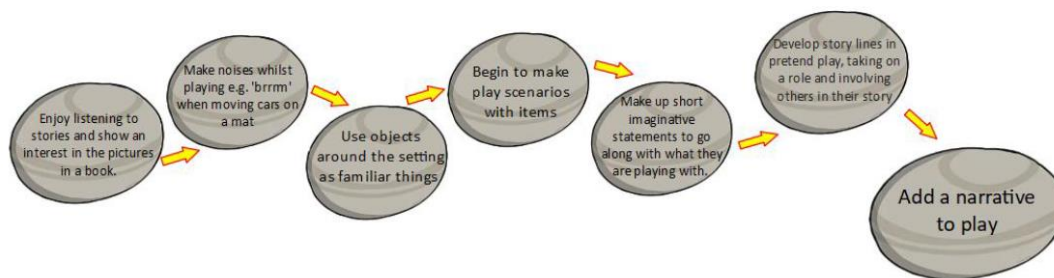
**LITERACY**

**4. Add a narrative to their play.**

Retell a story through play.

**Why are these important goals for our context?** Children may play alongside others before playing with them. Often play is not verbalised and children need support to be able to do this. Modelling is an important feature in school and at home to support the development of language in play.

**How will we support this?** Provide resources to take part in pretend play such as small world animals, duplo people, character costumes and role play resources. Adults will model how to make up stories using these items and encourage children to join in with this play. We will enable the retelling of stories used in teaching time and story time by providing resources to retell them such as masks, puppets, story spoons/stones or soft toys. We will encourage children to say what is happening in their play and record these stories to read back to them. Children will develop the confidence to tell their own stories before being able to write them for themselves. Children will be able to experience texts and will revisit them repeating the language structures within the texts.



We will share our curricular goals with parents in Reception class and will discuss these at key workers meetings in Nursery.



At the end of the Reception year, pupils will be assessed against the 17 Early Learning Goals. These goals are:

<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		<p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	
<p style="text-align: center;"><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p style="text-align: center;"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p style="text-align: center;"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	
<p style="text-align: center;"><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		<p style="text-align: center;"><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	
<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	
<p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>		<p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	

<p style="text-align: center;"><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>•Talk about the lives of the people around them and their roles in society.</li> <li>•Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>•Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>•Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>•Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>•Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>•Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>•Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p style="text-align: center;"><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>•Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>•Share their creations, explaining the process they have used.</li> <li>•Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>•Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>•Sing a range of well-known nursery rhymes and songs.</li> <li>•Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	

The EYFS profile of these early Learning Goals is completed in the final term of the Reception Year. The outcome of the assessment is reported to you as parents/Carers, the Local authority and the Department for Education. There are two achievement levels for each goal. Your child's class teacher will assess whether your child has:

- a) Met the 'Expected level' : Your child is working at the level expected for their age or
- b) Is 'emerging': you child is working below the level expected for their age.