



Glebe Guide to the EYFS

V.12.09.23

Cultural Capital	Enrichment	What we use to support our curriculum delivery?
<p>At Glebe, we begin each new year by looking at the individual needs of our children, taking into account their different starting points, current interests and abilities in all areas of the curriculum. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon through their school and personal life. We value all children as individuals and strive to support them all to achieve their full, unique potential. We encourage children to have a positive attitude towards learning as well as the people and the world around them. Our aim is to ensure that all pupils finish their reception year in line with their peers nationally and ready for the next stage of their education.</p> <p>Parental participation- In EYFS we strive to include parents as much as possible. We share with parents the learning focus for the week and we invite parents to workshops so they can maximise their learning to enable them to support their child using the appropriate strategies. Parents have an input into the children's ideas and learning in school though a half termly planning sheet sent to the children and the parents to allow them to talk about and share ideas for the following term.</p> <p>Parents also have the opportunity to share 'WOW' moments with the class staff and their friends. This is where they are encouraged to fill in a 'WOW' moment card or post a 'WOW' moment on class dojo. This is something that the parents have noticed that their child can do at home or a special event or occasion that the family would like to share. These are then shared and recorded in class.</p> <p>Children have the opportunity to participate in a school trip in each class to provide additional opportunities and experiences that they may not have had in their lives. This allows them to explore new places and do learning away from school.</p> <p>Glebe value a smooth, supportive transition into EYFS and therefore work closely with families through stay and plays sessions prior to starting school and home</p>	<p>Children have memorable experiences to start each half termly Imaginative Learning Project. This excites and enhances the curriculum.</p> <p>The children have very hands-on practical learning opportunities throughout the year. For example: Looking and learning about a real snake that visits us at school, going on seasonal hunts in the local area, visits from people who helps us, dress up days in relation to a character from the book for the week</p> <p>The outdoor learning environment is a part of everyday learning. Children have the opportunity to play and explore the indoor and outdoor environment independently and as part of adult led activities.</p>	<p>We use a range of adult and child led activities to engage and motivate children's learning. We use children's interests and other hooks for learning to engage and inspire learning. We adapt the activities and curriculum where required to scaffold learning and fill in any gaps observed in each child's individual learning.</p> <p>We use a range of resources indoors and outdoors that allow the children to develop and enhance learning, especially real life objects to help bring to life their experiences.</p> <p>We use continuous provision to allow the children to play and learn with a range of resources. We develop independent learning and recap learning concepts that we have explored as guided groups.</p> <p>The seven areas of development from the EYFS framework and the characteristics of learning are taught and developed through half termly Imaginative Learning Projects that are specially selected to cover a range of children's interests and learning requirements. We deliver our planning and hooks for learning through ILP topics and weekly Book of the week themes.</p> <p>The school works closely with other outside agencies e.g. Speech and Language Therapists, Health Visitors and pre school education settings to ensure all pupils' transition to school life and foundation years are as smooth as possible and to support each individual needs.</p>

		visits are organised to provide opportunities to meet the family and gather important information about each child.		
Intent - The Why (including the Glebe-ified bits)		Implementation – The How (*including how/when we assess)		Impact – The So What
<p>Reading is at the heart of our curriculum and the 'Book of the week' provides a hook for learning and engagement to all areas of the curriculum.</p> <p>Our approach to teaching in the EYFS, is a mixture of real life practical and play based activities with differentiated structured opportunities enabling us to support and challenge all children. There is a combination of adult-led and independent exploratory play as well as a wealth of stimulating indoor and outdoor continuous cross curricular opportunities.</p> <p>The curriculum for the early years consists of three prime areas: Physical, Communication and Language and Personal, Social and Emotional Development. These areas cover the knowledge and skills which build the foundations for children's school readiness and future progress. These are applied and reinforced by four more specific areas of development. Literacy, Mathematics, Understanding the world and Exploring and Using materials.</p> <p>Due to the childrens lower levels of skills and lack of previous experience the EYFS curriculum is mapped out to meet the needs of the children entering the school. Therefore the Birth to Three skills are covered in the first term alongside the Three and Four year old skills in FS1. In FS2, the Three and Four Year Olds skills are recovered in Term 1 alongside the reception skills to ensure all children have access to the curriculum that they require. Teaching of the Early Learning Goals (ELG) is then the focus of Term 3 in readiness for the Year 1 curriculum.</p>		<p>Daily</p> <p>In EYFS, Phonics is taught daily for all children. This is taught in small differentiated ability phonics groups. It supports opportunities to explore sounds, increase listening skills, teaches new phonics sounds, gives time and opportunities for the children to recap and practise sounds already taught and has opportunities for activities and games to develop new reading and writing foundations using the Read, Write Inc phonics scheme as a basis with is used across the whole school.</p> <p>Book of the week reading activity This is a daily activity that is planned to enhance skills for reading and literacy. It provides opportunities for the children to understand characters, events, story structure etc. It is a planned activity that allows gaps to be identified and taught through a daily whole class reading session.</p> <p>Continuous provision This is planned activities that cover all areas of the EYFS curriculum. Activities will link to the ILP, the book of the week or support individual learning stages. It provides 'play' type learning opportunities for the children to develop, practise and apply skills being taught through guided activities and also opportunities for the children to imagine, explore and be creative.</p> <p>Number and sound of the day Children have a letter sound and number of the day that they recap and focus on. This is sometimes different than the sounds that they are learning in phonics. It is shared weekly with parents so that they can support the learning of this at home too. This will be seen in class on the weekly learning wall.</p> <p>Personal, social and emotional development: This is a Prime area of the children's learning and involves helping children to develop a positive sense of both themselves and others around them. It helps them to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Daily activities to reinforce and develop sharing, understanding and following routines and making relationships are built into everyday learning as well as supporting them to be individual learners and forming the foundations for their future learning.</p> <p>Communication and language: Development involves providing the children opportunities to experience a rich language environment, develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Activities to develop speaking and listening activities are built into daily activities to enhance and encourage development.</p> <p>Parent participation is also encouraged through a special person activity in both the FS1 and FS2 classroom. This is where each week two children are chosen at random to be a 'Special Person' for the week. They will take home a teddy matching their key worker group name and a special book. They then fill it in with things that they have done that week and bring it back to school to share with their friends. This encourages lots of speaking and listening opportunities for the children during the year.</p> <p>All EYFS children are also screened for speech and language using the WellComm programme. This allows the staff to have a clear understanding of the children's needs and requirements for their learning. Support is then tailored for the children based on their needs and gaps in understanding or speaking skills. Children with additional SEN needs may use personalised interventions as part of their school support targets or children may receive support through an APP(Accelerated progress plan).</p>		<p>At Glebe, we believe that the EYFS is a vital and integral part of children's education. It is the foundation that creates a building block to support the children's future learning.</p> <p>It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity. It covers all areas of the curriculum so that all children have the opportunity to develop holistically. It</p> <p>Monitoring the planning, books, displays and learning environments ensure consistency and outstanding practise is achieved across EYFS.</p> <p>LA moderations have always feedback that our systems to assessment are robust and have supported our judgements whilst quality assuring our evidence. We strive to be in line with national average for GLD despite the majority of our pupils starting school from very low levels.</p> <p>We have great links and involvement from the Co-op Academy trust to have additional CPD for the EYFS staff and to allow us to gain and share new ideas and good practise across the linked schools. This helps to constantly keep up to date with new and improved policies and procedures and share EYFS expertise.</p>

Nursery specific

Disco dough is used to develop early literacy and physical skills for children during the first term of nursery.

Song time this provides the children opportunities to sing nursery rhymes with their friends. It develops early literacy and speech and language skills.

Reception specific

Guided reading in small groups every morning provides children the opportunity to take part in early reading activities. This can be looking at and exploring a book with an adult or independently, responding to a book by drawing a picture or writing words, taking part in initial sound / cvc writing and sentence writing activities.

Weekly

Over the week the children have structured and planned adult led Maths, Writing and Reading opportunities and lessons. These focus on a range of skills from the curriculum. These are differentiated for the children and evidence is collated in their Learning Journey Book(FS1) and Literacy and Maths Books(FS2).

Skills learnt and developed through these guided sessions are then recapped and developed through independent and scaffolded activities around the continuous provision.

Literacy: Development involves encouraging children to link sounds and letters, helping them begin to read and write. Differentiated phonics activities and sessions are taught in a structured and specific format using the 'Read Write Inc' scheme enabling children to use and apply strategies across the curriculum. Children have a 'book of the week focus' that is planned to cover all aspects of the reading curriculum and guided reading sessions where skills can be taught and developed through small differentiated group activities. Children are also given access to a wide range of reading materials (books, poems, and other written materials) to help ignite their interest. Children in FS1 practise writing and forming letters and sounds during phonics. Children in FS2 are also involved in practising sounds in an additional handwriting session. Opportunities to develop reading and writing skills are supported through the continuous provision as well as structured lessons.

Mathematics: this involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to help them describe shapes, spaces and measures.

Over the week the children have a range of adult led lessons to learn and develop the different areas of Curriculum – **Understanding the world:** this involves guiding children to make sense of their physical world and their community by providing opportunities to explore, observe and find out about people, places, technology and the environment. (Science, History, PSHE, RE), **Exploring and Using Materials:** this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. (Music, Dance, Art, DT). These have links to the whole school curriculum mapping and half termly ILP.

Physical development: this involves providing opportunities for young children to be active and interactive. It helps to develop their co-ordination, control and movement. Children are also supported to understand the importance of physical activity, and to make healthy choices in relation to food and exercise. Over the week the children have opportunities to explore the continuous provision developing their physical skills. e.g climbing frame, bikes, scooters, large vehicles and bikes, balancing beams on the pirate ship and making their own assault

courses with tyres, balancing stilts and planks. They also have a weekly PE lesson. This develops other physical development skills.
Fine motor development is practised daily through writing and mark making activities being assessable in all of the continuous provision activities. The children also have handwriting/pencil control activities and the children in FS1 have daily disco dough for the first term.

The children have a **word of the week**. This is shared with them and used over the week. It encourages new language and vocabulary.

Home learning: All EYFS pupils have home learning which is set for the half term for the children to complete. This comprises of Reading, Literacy, Maths and creative family ILP activities.

Half termly/Termly

Memorable experience:

Every half term the children take part in a memorable experience to launch their new ILP. This changes in each class but may be an activity like a teddy bear picnic, bug hunt, colour mixing experiment etc. This engages the children in the new topic and inspires ideas and activities for the children's learning.

Monitoring of planning, books and the learning environment: Monitored termly to ensure the EYFS curriculum and skills are taught effectively and meeting needs of pupils. Data will also be monitored and Accelerated Progress Plans (APP) carried out as an intervention to narrow any gaps of learning.

Assessment: Short and long observations take place to ensure every child's achievements are captured. Every child has one long observation completed regularly (every half term in FS1 and every term in FS2). Each pupil has an overview of all subject areas to show the progress they are making. Reading, Writing, Maths and other subject areas data is submitted at regular whole school data points throughout the year, which subject leaders then analyse. Evidence to support assessment includes-photos, written evidence, notable achievement (short observations) and long observations done termly. Moderation takes place between both class teams, subject leaders and with other Primary schools in the Co-op Academy Trust.

On entry new pupils to EYFS complete a baseline assessment booklet to ascertain the pupils knowledge and understanding on entry. This is then used for teaching and learning moving forward.

The reception children also complete the government baseline assessment where the data is sent to the local authority.