

EYFS Statement of Intent

We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children can continue to build upon throughout their time at Primary school. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to all aspects of school and learning. We are passionate in allowing all children to achieve their full, unique potential. At Churcham, we work closely with the onsite nursery and transition from the nursery is helped with our weekly 'Rising 5' sessions during the summer term.

How do we teach the children in the Early Years at Churcham and Ashleworth C of E Primary School?

Children in the Early Years have access to a range of activities that help to develop all 7 areas of the EYFS curriculum. Our EYFS provision reflects all of the statutory guidance contained within the 2021 statutory framework. Teachers plan activities that link to the whole class topics and children in the Early Years are fully immersed into the topics that they cover. The teaching in the Early Years is well balanced with both adult led and child led activities. We believe that this balanced approach, ensures that the children have time to learn specific skills from the adults within the class and then they have time to apply their learning in their own play.

The English curriculum is taught throughout the school using 'Talk for Writing' and the children in the Early Years are also taught English in this way. Literacy opportunities are also promoted in many of the continuous provision activities available to the children during the week. Core texts are used as a basis for topic planning. We have developed a quality text list of books that adults share with those children in the Early Years. These books are shared with the children during their group story sessions. These texts have been chosen with a view to promoting reading for pleasure and widening their vocabulary/challenging their thinking.

Children in the Early Years, have a daily phonics session that is led by a teacher/TA. We follow the 'Little Wandle' phonics scheme and the Reception children start phonics lessons in the second week of starting school. We value the importance of developing early reading so children in the early years are listened to with their reading on a regular basis. In addition to this, the children take part in 3 group reading sessions every week. Parents are provided with supportive workshops to help them listen to their children read at home too.

The Maths curriculum is also taught through daily dedicated sessions. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences. Our Maths sessions enable children to develop a deep understanding of numbers up to 10. Mental recall is a key focus in our lessons and the children have daily mental recall inputs where we encourage the children to recall number facts from memory. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

The Learning Environment:

Our learning environments, (both inside and outside) are adapted regularly to meet the different and developing needs and interests of the children in our care. We aim to ensure that these areas are always stimulating and exciting. 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. All areas of the Early Years curriculum are provided for in the learning environment and this enables children to develop in all of these areas.

How do we assess in the Early Years?

When the children begin in reception, we carry out baseline assessments. These baseline assessments help to inform our planning/teaching. We then continue to assess the children at the end of every term where the children are assessed against the Early Learning Goals. Teachers and TAs take pictures of the children's work and this helps to keep record of their learning. Children's work is also added to the 'Learning Journeys'. The 'Learning Journeys' records are used as a way of celebrating their work and also identifying next steps.

Example of Learning Journeys:



How are parents involved in the Early Years?

We value the importance of parental involvement in the Early Years. We start transition with meeting with parents on a 1 to 1 basis where we discuss the individual child with the

parent/s. We also give guidance to parents before their child starts school on how they can best prepare their child for school. In the first term, parents are invited into school and are given further guidance on how to help their child with mathematics/reading skills. At this meeting they are given a home learning pack to help develop mathematics skills at home. They are also given sound cards/word cards to practice with their child at home. Parents are actively encouraged to also listen to their children read regularly and they are given guidance on how to best provide this support to the children.

Throughout the year, parents also attend parent's evenings, where they are updated on their child's progress in relation to the Early Learning Goals. In addition to this, we have class tea parties which are a chance for the parent/s to come into class and work/play alongside their child. On a termly basis, we ask for the parents to comment on the learning journeys and we welcome their contributions related to how they think their child is doing in relation to the Early Years curriculum.

February 2020

Parental Comments:
(i.e. how do you feel about your child's recent developments)

It is nice to see Teddy developing into school life and love seeing him happy and enjoying himself at school.

Signed: B. C. O.