

Roecliffe EYFS Rationale

The Early Years Foundation Stage (EYFS) is the area of education upon which young children build the rest of their lives. It refers to children from birth to the end of Reception class. For most children, the end of the reception year will be the end of the Early Years Foundation Stage, where the expectation is that most children will achieve the Early Learning Goals. Fortunately, within our provision, children stay for their first year of Key Stage 1, where they have another year in Year 1 and explore their learning through a play based provision.

Although the Early Learning Goals are intended for children at the end of the reception year, children in nursery will be provided with experiences and building blocks, which will support them in reaching the goals at the end of reception.

At our school, pupils in reception and nursery learn and develop within a high quality, well resourced, integrated early education. This makes a positive contribution to a crucial stage in their development with the key learning skills of listening, speaking, concentration, persistence, co-operation, literacy and numeracy being developed through rich, stimulating and appropriate experiences. These provide each child with opportunities to develop their skills, their competencies and their thinking to the best of their ability across all areas of learning.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The Early Years education we offer our children at Roecliffe is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It provides a rich and stimulating environment indoors and outdoors.
- It allows our children to become independent learners.

Intent	Implementation
<p>To ensure the three prime areas: communication and language, physical development and personal, social and emotional development are a key focus for all children, especially Nursery, as they are crucial for children to learn.</p> <p>To ensure all seven areas of learning and development working towards achieving ELG</p> <p>To ensure a balance of child-initiated, adult- initiated, adult-led learning opportunities</p>	<ul style="list-style-type: none">• Prime areas are integrated into all areas of learning and daily interactions, daily show and tell - all promote speaking and listening• Regular speaking and listening opportunities throughout the day• Communications with parents regarding concerns/support• Extra support for developing prime areas as needed

<p>To promote high levels of independence for children to be able to make their own choices.</p>	<ul style="list-style-type: none"> • Ensure the environment is accessible for all children, from Nursery to Year 1. • The environment supports children to make choices for themselves. For example, the snack area is available all the time for children to choose when they feel they need a snack. • The environment is stimulating and engaging so children are able to choose where they want to learn through their play.
<p>To create a calm and caring environment where children feel safe.</p>	<ul style="list-style-type: none"> • We create established routines from September so children are aware of their daily routine. This also helps with their independence as they do not rely on adults to know what to do when they arrive on a morning. • We follow our school's behaviour policy which is appropriate to the ages of our children. • We create positive relationships with both children and parents.
<p>To ensure a determined approach so all pupils are able to read to an age appropriate level and fluency using phonic knowledge.</p> <p>To ensure children develop a love for reading.</p>	<ul style="list-style-type: none"> • We use a scheme called Little Wandle. This starts from nursery to build foundations for phonics. • Nursery rhyme time every day and their topic books are based around the Little Wandle Pleasure for Reading Planning. • Reception and Year 1 read twice a week with an adult during reading sessions. • Catch up sessions are given to children who are at risk of falling behind. • Our environment provides opportunities for children to explore books in their play. • We have a range of fiction, non-fiction and audio books for children to look and listen to. • We take our children to the Hive (school library) every week to choose a book of their choice to take home.

<p>To ensure organisation of the environment supports learning.</p>	<ul style="list-style-type: none"> ● Progression of vocabulary in each area from Nursery to Year 1. ● Progression of skills in each area - Nursery/Reception and Year 1. ● Resources listed in areas. ● Resources clearly labelled so children know where to put them away at tidy up time. ● Areas are identifiable and in appropriate areas of the class room. ● Equipment and resources which can be accessed by all year groups.
<p>To ensure children are prepared for Nursery, into Reception and Reception into Year 1</p>	<ul style="list-style-type: none"> ● Continuous provision stays the same so children don't need to relearn a new classroom layout. This allowed continuity for many of our children. ● Progression of skills for each subject. In EYFS this is building the foundations of skills to be able to then progress in subjects when they get to Year 1. ● The day progresses through each year group. For example, adult-led sessions build up through the year groups. ● Children know our class routines so children know the expectations and daily routines when they move to the next year group. ● Transition sessions for new Nursery/ new Reception and also when Year 1 children move to Year 2.

Knowledge in EYFS

Knowledge in the EYFS refers to the understanding and application of the prime areas and specific areas of learning:

Prime Areas	Specific Areas
Communication and Language	Understanding the World
Listening, Attention and Understanding	Past and Present
Speaking	People and Communities
Personal, Social and Emotional Development	The Natural World
Self-Regulation	Expressive Arts and Design
Managing Self	Creating with Materials
Building Relationships	Being Imaginative
Physical Development	Mathematics
Gross Motor	Number
Fine Motor	Numerical Patterns
	Literacy
	Comprehension
	Word Reading
	Writing

Substantive knowledge

In the EYFS, substantive knowledge is the understanding and use of knowledge across the seven areas of learning.

In the prime areas, this is how to: listen, speak and communicate effectively with others; how to move and control their bodies on larger and smaller scales; how to build confidence in themselves and within building relationships alongside how to look after themselves and their emotions, including hygiene needs, self care and self regulation.

In the specific areas, substantive knowledge is the area specific understanding and use of key concepts which are taught sequentially through adult-led teaching and those which also naturally arise through child-initiated learning. Development of substantive knowledge is achieved through deliberate practice so that children develop fluency in their knowledge and understanding, which is achieved by providing opportunities in our areas of provision.

Disciplinary knowledge

In the EYFS, disciplinary knowledge is the interpretation and independent use of learnt knowledge and skills. Embedded learning is identified by assessing what a child can do

consistently and independently in a range of everyday situations. Disciplinary knowledge is also represented by children's independent use and application of the prime and specific areas of learning. Examples include using substantive knowledge of colour mixing in their own paintings or applying phonic knowledge to read their own independent writing.

Assessment

Assessments of learning are recorded in two main forms: electronically recorded ongoing observations and written impact notes on planning from adult-led learning sessions. Assessments of learning do not entail long breaks from interactions with children and paperwork is limited to that which is absolutely necessary to promote children's successful learning and development. Adults observe children in their day to day learning through child-initiated, adult-initiated and adult-led learning opportunities. Evidence of which is then used to identify learning priorities which feed into planning to inform next steps.

Some assessments are carried out in the form of small quizzes. For example, at the end of each half term (in Reception) children undergo a small phonics quiz, which is done alongside an adult. This is to support the teaching of reading and writing and identifies any gaps/needs for keep up sessions. Maths also has a small assessment at the end of each block, which again is done with an adult.

Observational evidence of children's achievements is collected electronically and shared with children and parents. Parents are encouraged to view, comment and add to their child's individual electronic learning journey which is currently held on Tapestry.