



Early Years Foundation Stage

Intent, Implementation and Impact



Intent

At St John's CE Primary School, we aim to provide motivating first-hand experiences whilst encouraging children to build resilience and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and have well developed relationships with feeder settings through our Early Years Hub.

We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year group. We are passionate about children leading and engrossing themselves in their learning.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our school community and are equipped with all the tools they need to transition to Year 1 effectively
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers.

Implementation

- Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage, updated September 2020. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum.
- Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child.
- Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us.
- Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

- The school follows the Letter and Sounds phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. We teach pre-cursive handwriting as appropriate over the year.
- We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.
- The EYFS team collect evidence of children's learning this includes observations, photos and videos which are shared with parents using the Tapestry online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are very active and love to use Tapestry to record the milestones children make at home during the year.
- We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. We go on visits to support this for example a trip to the British Wildlife Centre. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.
- All EYFS children are allocated a Buddy who will be in Year 6, prior to starting at St John's so that all pupils feel valued and included within the school as quickly as possible.
- By the end of the year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Year R working together as teams to develop expertise and confidence in all teaching staff. We do this through Achievement Team Meetings where reflections on practice are made, evaluated and decisions about the best way to move forward to enhance children's learning.
- The team in Year R work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Impact

- The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.
- We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos on recorded Tapestry. We aim to exceed the National and Local Authority data for children achieving Good Level of development. Almost all our children make more than the expected steps progress from their starting points.
- The judgements of our school are moderated with other schools. This means judgements are secure and consistent with government guidelines.
- The teaching and pedagogy are reviewed and evaluated regularly through regular team meetings. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.
- The Early Years provision has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated governor.

EYFS Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
General Topic	Family and community	Life in the past	Where do we live?	How do other people live?	The Natural World	Exploring the outside
Cultural competencies	All are welcome here Alexandra Penfold	Disability Amazing Steve Antony	Gender He Bear She Bear Stan and Jan Berenstain	Culture Sing to the Moon Nansubuga Nagadya Isdahl	Sexual Orientation The Family Book Todd Parr	Race Mixed Aree Chung
Communication and Language	Listen to stories Small group listening Social phrases Follow instructions Listen to each other Role play focus: Home	Prepositions Larger group listening (e.g. assembly) Small group discussions with adults Role play focus: Christmas toy shop/workshop	Retell events Use 'and' 'because' Who, what, when, how? Talking in sentences Use talk to help solve problems and organise activities Role play focus: Transport	Talk about stories Open ended questions e.g. Why/how? Explain how things work and why things might happen Role play focus: Cafe	Sequencing thoughts when speaking Describing events in detail Use new vocabulary in different contexts Role play focus: Garden centre	Speaking in front of a group Retell stories using familiar story structure, language and vocabulary Role play focus: Travel agents
Physical Development	Using the outside spaces Using wheeled toys Walking carefully on stairs and around school Lining up and queueing/meal times Use smaller tools safely e.g. paintbrushes, scissors Fine motor skills groups to develop skills	Increasing control over large movements including being quiet and still Develop fine motor skills ready for pencil control Lines and circles using gross motor skills Copy letters with correct formation Squiggle	Develop overall body strength Develop hand strength Writing letters and words Healthy choices Getting changed for PE	Use a range of large and small apparatus indoors and outside Use core muscle strength to achieve good posture when sitting Healthy choices Teeth Writing letters and words Fine motor skills	Combine different movements with ease and fluency e.g. Obstacle courses Pencil control and handwriting	Develop overall body strength, balance co-ordination and agility Correct letter formation Independence in managing needs

	Free drawing/structured copying activities Squiggle					
Personal, Social and Emotional Development	Keeping Safe and Managing Risk See themselves as a valuable individual How to contribute to the life of the classroom Keeping safe around the school - helpful adults Fair and unfair Kind and unkind Right and wrong	Mental Health and Emotional Wellbeing Sharing Resilience and perseverance in the face of challenge Goal setting What do we do if we need help or feel sad? (trusted adults) To communicate their feelings to others To recognise how others show feelings and how to respond	Relationships Education Friendship - to recognise how their behaviour affects other people "constructive and respectful relationships" Relationships at school	Physical Health and Wellbeing Healthy lifestyle and making good choices "personal hygiene" To recognise what they like and dislike To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	Relationships Education Families to identify their special people (family, friends, carers), what makes them special and how special people should care for one another Relationships at home and in the community	Identity, Society and Equality To identify and respect the differences and similarities between people Choices Being independent
Literacy Phonics/reading/writing	Level 1/2 phonics Sound walks Instrumental and body sounds Alliteration and rhyme Initials	Level 2 phonics Rhyming strings Name	Level 3 phonics Segmenting and blending to read and write words	Level 3 phonics Writing dictated sentences Alphabet songs Make simple books	Level 3 phonics Two syllable words Independent sentence writing Using oral rehearsal Using a capital letter and full stop	Level 4 phonics Non-fiction writing Beginning, middle and end of stories Reading and checking their own writing to ensure it makes sense

Maths	Getting to know you Match, Sort and Compare Compare amounts Measure and Problems Compare size, mass and capacity Exploring pattern	It's me 1,2,3! Representing, comparing and composition of 1,2 and 3 Circles and triangles 1 2 3 4 5 Representing numbers to 5 One more and one less Shapes with four sides Time Shapes with Four Sides	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Mass and Capacity Growing 6,7,8! 6,7 and 8 Making pairs Combining two groups	Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D Shapes Length, Height and Time	To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10-number tracks, 100 squares Spatial reasoning-match, rotate, manipulate How Many Now? Adding more Taking away Spatial reasoning Manipulate, Compose and Decompose	Make connections Doubling Sharing and grouping Odd and even numbers Visualise, map and build Spatial reasoning Consolidation Deepening understanding Problem solving Patterns and relationships Mapping
RE	God/Creation I'm Special	Special A Special Baby <i>Christmas theme week - light</i>	Teaching and Story Special Books Special stories	Worship Special Places Special Objects <i>Easter theme week- new life/change</i>	Belonging My Friends and family	Love Mary the mother of Jesus
PE	Walking 1 Explore walking using different body parts in different directions, at different levels and at different speeds. Jumping 1	Ourselves Explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Movements such as	High, Low, Over, Under Create movements and balances in high and low ways on the floor and on apparatus. Self-select where to work, exploring movements and	Moving Create movements and balances in big and small ways on the floor and on apparatus. Explore creating movements and balances with a partner.	Hands 1 Explore different ways of using our hands to move with a ball, keeping control. Explore rolling, pushing and bouncing a ball with a partner.	Games for Understanding Explore why we need to follow the rules and keep the score during a game. Apply very simple tactics for attacking and

	Explore jumping in different directions, at different speeds, different levels, heights and distances.	creeping, tiptoeing and hiding as they try becoming different characters.	balances and start to identify features of another pupil's work.		Feet 1 Explore moving with a ball using their feet. Develop their technique of dribbling the ball and understand where and why we dribble, keeping control.	defending in games. Hands 2 Explore the different ways of throwing, rolling and stopping a ball. Learn why we need to aim when we are throwing. Understand how to be ready to catch.
Expressive Arts and Design (Art)	Drawing Self-portraits Mixing colours to match what they see and want to represent. Using tools Planning, making and reflecting. Using a range of resources Uses simple tools and techniques competently and appropriately-joining techniques.	Clay Diva lamps Mendhi patterns Rangoli patterns Techniques needed to shape, assemble and join materials they are using. Response to sculpture	Printing Dennis Wojtkiewicz Explore, use and refine a variety of artistic effects	Collage Alma Thomas African masks and necklaces Collaborative work, sharing ideas, resources and skills.	Still life drawing Faith Wilding Decay, patterns and differences in living things Notice features in the natural world. Define colours, shapes, textures and smells.	Exploring the outdoors Andy Goldsworthy Walter Mason Return to and build on previous learning, refining ideas and developing ability to represent them
Expressive Arts and Design (Music)	Me! Move to a steady pulse	My Stories Respond to music in character	Everyone! Find the pulse in recorded music	Our World Create their own actions and patterns	Big Bear Funk	Reflect, Rewind and Replay Consolidation Unit

	Sing a song from memory Clap the rhythm of their name	Copy the rhythm of simple phrases from songs Play an instrument along with a song	Invent a two-note repeated pattern Rap a song from memory	Perform a song in front of others	Talk about and respond to funk music Clap a whole line of song Perform with a backing track Exploring instrumental sounds with 2 and 3 note patterns	Watch Year 6 performance and related role-play
Understanding the World (Geography and History)	Families (History) People who help us	Familiar situations in the past Remembrance Day (History) Basic timelines Guy Fawkes	Simple Maps Aerial photos Places of worship and places of local importance (Geography)	Food around the world (Geography) Uganda	St George's Day (History) Exploring the natural world	Familiar plants and animals, minibeasts Different environments (Geography) including observing the weather
Understanding the World (Science)	Seasons: Autumn Sound walk, feeling vibrations Naming body parts	Seasons: Winter Light and dark-light travelling through materials Shadows	Seasons: Winter Ice melting	Seasons: Spring Magnets	Seasons: Summer Growth and changes	Seasons: Summer Floating and sinking Using the senses to explore outside environments