



Swaffham Primaries Partnership

Swaffham Prior CE Primary School

EYFS Curriculum

EYFS Intent

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'

EYFS Framework 2021

At Swaffham Prior we believe that all children should be given a high quality early years education which ensures they have a secure and confident start to their school life that nurtures a lifelong love of learning.







We want children to:

- Develop physically, verbally, emotionally, creatively, intellectually and spiritually.
- Apply the skills they have been taught into their independent learning and play.
- Have first-hand learning experiences.
- Build their characteristics of effective learning and embed a positive attitude to learning.

We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children. By the time children reach the end of their Reception year, they will have participated in an educational programme that covers the seven areas of learning and development (as set out by the Early Years Foundation Stage Framework), builds the Characteristics of Effective Learning (enabling them to continue on their learning journey throughout school) and provides them with a number of first-hand additional experiences.

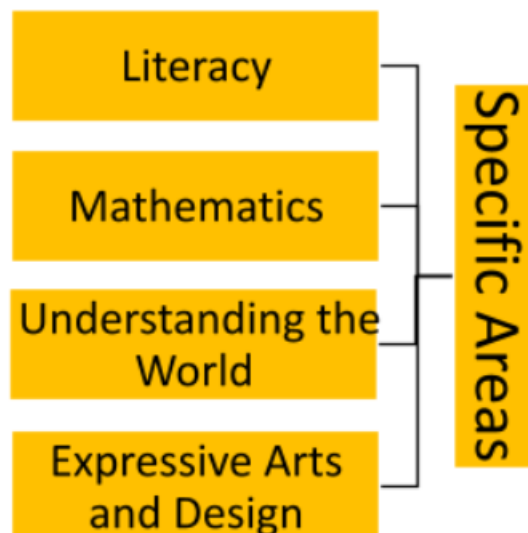
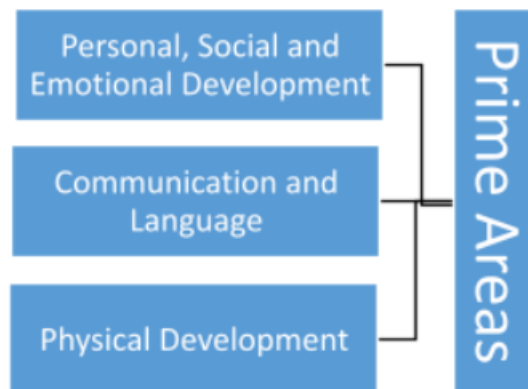
Curriculum Experiences

By the end of children's time in the Early Years Foundation Stage we hope that all children will have had the following experiences with us. These experiences are either unique to our school setting or things that we feel children should all experience during their time in early years.

	<p>COMMUNICATION & LANGUAGE</p> <p>Ask and answer questions Express their ideas confidently Engage in two way conversations with others</p>	
	<p>PERSONAL, SOCIAL & EMOTIONAL</p> <p>Get dressed/undressed independently Use cutlery with confidence Make friends and form positive relationships with others</p>	
	<p>PHYSICAL</p> <p>Ride or attempt to ride a bike Have confidence in water Draw a recognisable person</p>	
	<p>LITERACY</p> <p>Listen to a wide range of stories, poems and non-fiction texts Make up their own stories and narratives</p>	
	<p>MATHEMATICAL</p> <p>Know how to play a simple dice/number game</p>	
	<p>UNDERSTANDING THE WORLD</p> <p>Explore nature and the environment around them Plant and watch something grow Travel on public transport Follow a recipe in cooking Go on a trip outside of our local community Visit the local church</p>	
	<p>EXPRESSIVE ARTS & DESIGN</p> <p>Perform to an audience Make up their own stories and narratives Watch/listen to someone play a musical instrument</p>	

Implementation

Our curriculum has been developed so that it supports the Early Years Foundation Stage (EYFS), a statutory framework that sets standards for the learning, development and care of children from birth to 5 years old. The EYFS specifies that children will learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. These are:



The Characteristics of effective learning

The EYFS is about how children learn, as well as what they learn. We recognise that children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important. These are ways of helping children to develop the characteristics of effective learning.

Playing and Exploring	Active Learning	Creative and Critical Thinking
Children investigate and experience things, and 'have a go'	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching and Learning

Children in the EYFS learn through a balance of child-initiated and adult initiated learning. We follow fortnightly themes based on the children's interests. Children are taught key skills during short whole class sessions for maths and phonics every day.

Developing Children's prime areas of learning

Communication and Language

Children need a range of vocabulary to succeed. Some children starting our setting lack the necessary vocabulary to help them access the wider curriculum. Therefore, we give children opportunities to experience a rich language environment and help them make links between known and new vocabulary. Each day we have a vocabulary session linked to our fortnightly theme based on the children's interests. Throughout children's play experiences we model the use of new language to help build up their range of vocabulary. We also ensure that we select high language, quality text to read to children to maximise the opportunities to acquire vocabulary. Daily singing songs, nursery rhymes and playing games all help develop children's communication and language skills.

Physical development

To help children to develop their physical development we have regular finger gym sessions to develop children's fine motor skills to prepare them for writing. In reception we also develop children's letter formation through daily handwriting sessions. Children also have access to climbing and balancing equipment, bikes and scooters that support and develop their gross motor

skills. During our Forest Friday sessions children also get the opportunity to develop their core strength, stability, balance, spatial awareness, coordination through a variety of nature inspired activities.

Personal Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments made between children and adults. To help establish these relationships we hold a number of visits to school before they start and in some cases visit their nursery setting. To help our children settle into school we have a buddy system. Children from our year 6 cohort are buddied up with a child from reception to help them get used to school routines and support them during lunch times. We support children to understand their own feelings and those of others through modelling and guidance and use the Cambridgeshire PSHE Curriculum to support this.

Early Reading and Writing

The teaching of early reading and writing is taught through the Sounds-Write linguistic phonics programme. It begins with the sounds in the English language and moves from sounds to the written word, the theoretical underpinning being that children learn to differentiate between different sounds from a very early age and thus we allow children to progress from utilising their existing skills to developing new knowledge and understanding.

The programme teaches all key elements of conceptual understanding, alphabetic code knowledge, and the three essential skills necessary for learning to read and spell.

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog street night dough

3. The same sound can be spelled in more than one way.

One sound – different spellings

rain break gate stay

4. Many spellings can represent more than one sound.

One spelling – different sounds

head seat break

Skills

1. Blending – the ability to push sounds together to build words.

Example: /c/ /a/ /t/ = cat

2. Segmenting – the ability to pull apart the individual sounds in words.

Example: pig = /p/ /i/ /g/

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

Example: spelling <o>

Is it /o/ as in **hot**, /oe/ as in **no**, or /u/ as in **son**?

Children develop a clear understanding of how the English alphabet code works, through carefully structured, sequential steps from simple CVC words like sat to very much more complex, five- and six-syllable words like personification.

In Nursery children participate in 5 sessions per week focusing on their listening and attention, language development and their ability to differentiate between different sounds. In Reception children participate in 5 discrete sessions per week which focus on the Initial alphabet code and skills of blending, segmenting and phoneme manipulation. One sound/one spelling, one-syllable, CVC words only are introduced and as the programme progresses within the Reception year, the structure of words develops to CVCC, CCVC, CCVCC, CVCCC/CCCVC, before introducing the most common consonant digraphs.

Very often, in the early stages of learning to read and spell, because of the complexity of the code, pupils will not be able to spell some sounds by using the correct spellings. However, pupils taught using Sounds-Write will be able to write almost anything they want to write by using plausible (phonetic) spellings for sounds. In this way, pupils, teachers and parents can read anything the pupil has written. As they progress through Key Stage 1, pupils learn systematically how words are spelled in English.

Children's reading books are matched to their phonic ability. We encourage parents to read with their child and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading.

Maths

Children are natural mathematicians and explore maths concepts from an early age, negotiating space, filling containers, building with blocks and problem solving. Our teaching and learning environment is set up to ensure that all children develop firm mathematical foundations in a way that is fun and engaging and encourages problem solving and investigation. There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school; cardinality and counting, comparison, composition, pattern, measures, shape and space.

We have plentiful amounts of resources, including natural ones such as buttons, stones, gems, shells and pinecones so children can sort, count and use them imaginatively. We provide and rotate large collections of items to encourage curiosity, including boxes, baskets, keys, balls, hats and smallworld animals. Alongside daily adult led maths sessions, based on the White Rose scheme of work and the NCETM Numberblocks materials, we plan meaningful mathematical experiences into our daily routines. This includes, counting and mark making the daily register and date, making a daily batch of playdough measuring and reading the recipe and fairly dividing the batch, counting and paying for snack and singing number rhymes and songs. We make tidy up time a valued and engaging experience. Children help to tidy away resources, identifying and sorting independently.

Forest Friday

On Fridays, the children use the nature area and local area to support their learning through our Forest Friday experiences. It is a chance for all children to 'take risks' and explore nature in a safe environment, learning new skills through play and exploration, often using tools and equipment they wouldn't normally come across in the classroom. Sessions take place on site in the wooded area with bushes, trees and a pond to investigate and explore or in the local village. We encourage children to participate in a range of activities including digging, pond dipping, fire lighting, climbing trees, building dens, exploring the mud kitchen and bug hunting. Every Forest Friday session begins with a forest themed story book or topic related discussion which is used as a stimulus for an adult-led activity.

Learning Environment

We offer a well-resourced and stimulating learning environment for our children based around their interests. We rotate resources to reflect children's interests and the current theme. The classroom is set up into areas to support the children's learning and development across the 7 areas of learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

High Quality Interactions

High quality interactions with the children are really important as through these interactions we can assess, plan and teach. We spend time listening to children to find out about their needs, abilities and interests. The most powerful learning happens when we let the children lead the interactions. Some interactions will be adult led where we model language, explain a concept, demonstrate how to do something or facilitate a process. As children play we comment and ask questions such as 'I wonder how?' or 'what would happen if?' Through these quality interactions we build up relationships with the children, we listen, understand where they are, what they are interested in and where they need to move in their learning.

Inclusive Practice

Our curriculum is accessible for all children in our care. We get to know the children well and identify any barriers to learning children might have. We support the children through careful scaffolding so that they are able to access the curriculum.

Parent Partnerships

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We use Class Dojo to keep parents/or carers updated with what the children are doing in class on a daily basis. In order to build up a complete picture of a child's learning and development we encourage parents to share their child's achievements at home with school. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We ensure that their learning and care is tailored to meet their needs. We support parents and/or carers in guiding their child's development at home. Each term we hold class cafes, these are based on a theme such as communication and language, phonics, fine motor development, reading etc. We provide a sociable learning environment where parents and their children can work together to support children's development and learning.

Impact

Through our quality interactions with the children we are able to make formative assessments which informs our future planning provision and ensures all children build on their current knowledge and skills at a good pace.

Children in our setting will feel safe, secure, engaged and happy. By the end of the year children will make good progress in their learning and development (relative to their starting points). They will be ready for the next stage in their education.