



Early Years Foundation Stage

The Early Years Foundation Stage covers the development of children from birth to 5 years of age. It has a separate and distinct curriculum which allows children to learn through exploring, discovering and playing. The Early Years Foundation Stage provides firm foundations for children in which future building blocks of learning and development can be placed.

‘A good early education is the foundation for later success.’
(Bold Beginnings, Ofsted)

Curriculum Intent

We know that each child is unique and they have their own starting point, fascinations and interests. Our curriculum reflects the nature of our intake. It is designed to recognise children’s prior learning and provide the best possible start to their school life, ensuring each individual reaches their full potential from their various starting parts.

Our curriculum is designed to enable children succeed through playing and exploring, active learning and creating and thinking critically. We also recognise the importance of cooperative and collaborative play and learning. Our enabling environments and warm, skillful adult interaction support the children as they link learning to their play and exploration right from the start. Quality interactions between adults and children and first- hand, motivating experiences provide a language rich environment that supports children not only in their education, but in their future life experiences. We intend to provide a curriculum that encourages resilience, ambition and a lifelong love of learning.

Our ambitious curriculum aims to teach all children the skills and knowledge in order to reach the 17 Early Learning Goals (ELGs) set by the Department of Education. Our intent is to ensure that each child makes good progress and is equipped with the skills and knowledge to make a smooth transition into Year 1.

Curriculum Implementation

Our curriculum follows the revised Early Years Statutory Framework 2021. The EYFS lead/class teacher has designed the EYFS curriculum to continuously build on prior learning, to learn and experience new things, and develop skills throughout the year. The Year 1 class teacher, as well as subject leaders, have also been involved with designing the EYFS curriculum, ensuring that the EYFS provides the firm foundations on which in future years, children will build upon. Our carefully planned progressive curriculum also ensures that our children are as ready for Year 1 as possible. Our curriculum is influenced by the statutory ELGs, the supporting non-statutory ‘Development Matters’ and ‘Birth to 5’ documents, and most importantly, what we, as educators at St. Gabriel’s CE Primary School, strive for our pupils to achieve. See our EYFS Curriculum Documents for more information.

Topics and themes are included in our curriculum to ignite excitement, interest and give meaning to our learning. New learning opportunities are introduced through story as well as through igniting curiosity with objects in our ‘curiosity cube’. Using quality texts to introduce new learning teaches children that books and reading form



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the basis of learning. This also supports our ambition to provide children with the 'thrill, will and skill' to read. While our curriculum is topic based, we also follow children's interests and fascinations, incorporating these into our curriculum and continuous provision in an exciting and engaging way that will move the children's learning forward. We also allow for learning opportunities to arise based on what is happening in the wider world. Each year creates its own blend of whole class, adult directed activities and child-initiated play, dependent on the nature of the class of individuals.

Inputs for phonics, mathematics and topic based learning take place daily in addition to story times and worship. Quality texts and our curiosity cube introduce learning focuses for the week. Each lesson follows the same lesson flow.

- **(A)** State the aim
- **(C)** Check prior knowledge via key vocabulary
- **(T)** Teach to meet the stated aim
- Adult led activities and learning in our provision allows children to demonstrate learning, skills and understanding
- **(R)** Review progress throughout the lesson/week
- **(R)** Reflect on what has been learnt

Children will engage in adult led learning activities as well as having opportunities to explore and learn in our indoor and outdoor provision areas. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities both indoors and outdoors. Staff respond to each child's emerging needs, guiding their development through warm, positive interaction. The use of key questions and key vocabulary during all adult and child interactions, whether it be in whole class, adult directed activities or child-initiated learning, is essential.

Computing and online safety

Although there is no Early Learning Goal for Computing, it is still very much a part of our curriculum and our everyday school life. Computing has many cross curricular links to our other areas of learning. Planned progression in Computing is clearly identified in our curriculum documents. We ensure that children are familiar with technology and they understand that technology has a purpose. Children will begin to navigate their way around using IT, beginning with iPads and eventually, chrome books. This ensures that children are ready to access the Year 1 Computing curriculum.

In addition to equipping children with the skills they require, we aim to instill and develop the foundations for safer online behaviours both in and out of school. Educating children about the benefits, risks and responsibilities for using information technology starts in EYFS as soon as they begin to access our Purple Mash platform within school and in partnership with parents at home. Our parents sign an 'Online Safety Agreement' at the start of the year.



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Meeting the needs of all children

Our Curriculum Offer states:

“We want learning to be fun and engaging” and “we foster a supportive ‘have-a-go; culture across school, where individual effort and resolve is recognised and rewarded”.

Our EYFS provision and teaching approach is designed to be inclusive, with the hope that all children can access and participate in learning activities. However, children who are working towards expectations, or have additional needs, may require support and differentiated activities. They may also need to demonstrate their knowledge and understanding in alternative ways e.g. orally or visually. Those children with particular needs who have individual learning plans where an alternative curriculum is taught, will experience activities aimed at achieving their specific outcomes. Links to the wider school curriculum will be made wherever possible and appropriate. Our aim is for children of all abilities to contribute towards and share in the curiosity and excitement of exploring a broad range of topics together.

Assessing Impact

Impact is evidenced through the children’s use and understanding of identified vocabulary alongside the outcomes of the varied taught activities. Children have their own special purple workbook which contains all of their recorded adult led work as well as their recorded child initiated learning. Floor books are used to record learning throughout the week in mathematics, topic and RE. The floor books show whole class progressions of learning and skills whereas the individual workbooks show individual progression of learning and skills. End of topic/phase assessments and regular assessments in other areas such as phonics and speech and language, help the EYFS lead/class teacher to make judgements regarding what has been learnt, applied and remembered. They also help to identify gaps in learning. In addition to these summative assessments, day to day assessment opportunities such as questioning, recorded activities, class discussions, shared play and quality interactions, inform half termly learning and development reviews. These reviews allow the EYFS lead/class teacher to reflect upon and evaluate teaching and learning; concerns, what is working, what needs to be worked on and to make changes to teaching, learning and provision as necessary to ensure all children make good progress. Towards the end of the Reception year, in discussion with the Year 1 teacher, the EYFS lead completes the EYFSP.

Transition to Y1

As the EYFS Lead and the Year 1 Class Teacher have carefully planned the EYFS curriculum, children have the best possible transition to Year 1. Regular conversations are had and the Year 1 teacher regularly drops into the EYFS classroom to see learning and development throughout the year. The EYFSP is completed by the EYFS Lead and discussed/moderated with the Year 1 Class Teacher. End of year reports are shared and in-depth transition meetings are had by the EYFS Lead and the Year 1 Class Teacher. During the Summer Term, teaching



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becomes more formal, including whole class writing and mathematics activities in preparation for more whole class learning in Year 1. When children move into Year 1, they still have opportunities to explore enhanced provision and play activities that link to their learning.