



Thomas Bullock Primary CE Academy

EYFS



“Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials, sounds and colours”. Loris Malaguzzi

Subject Vision and Values:

Within the Early Years class at our academy, we follow the principles of the Early Years Foundation Stage framework (EYFS) and provide children with a wide range of opportunities to develop the fundamental skills for life-long learning, through an exciting balanced curriculum of whole class/ group teaching, adult-led and independent play-based opportunities.

The aims and objectives of the Early Years Curriculum at Thomas Bullock are in line with the Early Years Foundation Stage and enable children:

- To encourage all pupils to be inventive, curious, inquisitive, independent learners.
- To promote a general awareness of the fundamental British Values.
- To develop the fundamental skills for life-long learning including a readiness for Key Stage One and beyond.
- To provide children with an engaging and exciting curriculum which fosters a love of learning and curiosity.
- To support children in developing a sense of self-worth and self-confidence.
- To promote a supportive and inclusive learning environment for all learners, in which their successes are celebrated and misconceptions and encouraged as a positive learning tool.

Intent:

At Thomas Bullock CE Primary Academy we intend that our ambitious and inclusive curriculum educates all children in the knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all seven areas of the Early Years Foundation Stage curriculum. We strive to create opportunities for children to communicate more easily by developing language and communication skills in a language rich environment and through teaching specific topic-based vocabulary. Learning is carefully planned for by staff, following the children's interests to support develop across all of the Seven Areas of Learning within the EYFS.

Implementation:

In our Early Years classroom:

Our curriculum is designed to recognise and build upon the children's prior knowledge and learning, providing first-hand experiences which allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers who challenge themselves. We plan through a topic-based approach which is mapped out annually, however, these plans are a working outline and guide which often change and are adapted to meet the ever-changing interests and needs of our class. We ensure that our curriculum is differentiated to meet the needs of all learners and is taught in a logical progression so prior learning can be built upon.

We encourage all children within the EYFS at Thomas Bullock CE Primary Academy to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning, highlighted within the framework.

Teachers and Teaching Assistants within our Academy create an engaging and well-matched environment for our learners and use teacher assessments and gap analysis to inform their planning and the quality provision provided. In order to maintain high standards of teaching within our academy, we invest in all staff by providing high quality continued professional development (CPD). This CPD ensures we stay up to date with current practises and philosophies of Early Education and can feed these into our teaching practises thus providing the children with the best start to their education in school.

We recognise, in line with the EYFS principles, that language and communication are vital areas in all children's development. Communication and language is therefore a consistent focus within

our curriculum. We provide children with a language-rich environment in which conversations, stories, singing and rhymes become a regular part of our day.

The Phonics scheme that is used within our Academy is Letters and Sounds. The children follow the programme of learning starting at the beginning of the academic year with a focus on the listening aspects as highlighted within phase 1. Once children are settled after joining us and have demonstrated they are ready, we move on to phase 2 where we introduce graphemes, phonemes and tricky words as outlined within the guidance. By the spring and summer term, we aim to complete phases 3 and 4. We place a high value on reading within our EYFS classroom, encouraging regular reading at home and also sharing books and stories daily in our Academy.

Our academy considers the whole child and their development. Our children are immersed in lots of fun, immersive and practical experiences, through which they are encouraged to explore and experiment with their learning. We use both our fantastic outdoor and indoor environments. We utilise our up and coming newly refurbished outdoor area in all safe weathers and are looking to introduce weekly outdoor learning sessions within our extensive grounds.

We strongly believe in our pupils learning through play and we teach children objectives in whole class, small group and 1:1 groupings which is then extended through our enhanced and continuous provision. Staff record snapshots of the children's learning in the moment which help to identify where support and enhancement may be needed for the children to achieve and exceed the objectives. We also carry out planned observations which are then recorded, analysed and inputted onto our assessment systems to our inform data and future teaching sequences.

We follow the EYFS and provide opportunities for learning which encompass all of the seven areas of learning which are split into two categories; 'prime' and 'specific' areas. The 'prime' areas are: **personal, social and emotional development; communication and language and physical development.** The 'specific' areas are: **literacy; maths; understanding the world and expressive arts and design.**

Within our planning and assessments cycle, we reflect upon the 'characteristics of learning' as outlined with the EYFS (playing and exploring; active learning and creating and thinking critically). These key skills are fundamental to success life-long learning as pupils progress through the school.

At Thomas Bullock CE Primary Academy, we encourage all pupils to 'Let their light shine' and place a great emphasis on enjoying and celebrating achievements. We strongly believe in learning through play in the Early Years. Children in our Academy feel safe to try new things and show curiosity.

Impact

At Thomas Bullock Primary Academy, we recognise that in all classes there are children of widely- different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty that allows children to deepen their understanding
- providing resources of different complexity to suit the needs of the child
- allowing time peer- to- peer discussion frequently
- class teacher making appropriate arrangements to accommodate any specific special educational needs.

Cultural Capital links

Personal, Social and Physical

Cultural Development and Social Development (including Political and Current Affairs)

Spiritual Development and Moral Development

Physical Development and Personal Development