



Our EYFS Vision (intent):

To promote independent, curious and resilient learners who are willing to 'have a go' and are motivated to explore and investigate through their play.

To foster speaking, listening and communication skills and to develop articulate pupils who are able to explain, reason and discuss their ideas with confidence.

To ensure that all pupils develop a secure level of behaviours for learning so that they are Key Stage One ready.

To have a solid understanding of the number system to 10 and be able to apply the basic mathematical concepts underpinning future learning. To read and recognise set 1 and 2 sounds, using these to communicate simple words and phrases.

To feel happy, safe and secure within their learning environments in order to fulfil their full potential.

To create an EYFS family where Nursery and Reception children work together to learn, play and support one another.

How? (implementation):

Continuous provision:

This provision doesn't fundamentally change from day to day, so children always know what's there and what they can help themselves to during child-led learning. Independence, safe & secure, investigative, learning will be embedded

continuous provision needs to allow for:

- Learning through exploration
- Child-initiated learning
- Promoting independence in making choices
- Becoming active learners – so pupils develop the 'characteristics of effective learning' in the EYFS
- Supporting children's learning across the 7 areas of learning and development in the EYFS

We will have broad topic themes each half term. These topics are biannual so that nursery children are able to access different topics when they join us in Reception. We use the children's interests to



inform our planning. This will enable children to take ownership of their learning, feel valued, feel motivated and be curious to explore.

We will have adults effectively modelling speech, language and communication in the continuous provision areas. These adults will skilfully intervene to challenge misconceptions, extend learning, facilitate PSED behaviours and promote interaction.

Continuous provision will be set up so that children are able to freely access resources, know how to use the resources, take responsibility for tidying them away and know that their input on provision will be valued and included. This will enable us to promote independence, safety and security, curiosity, speech and language, imagination and behaviours for learning.

Continuous provision resources will be open ended so that they can be used in a variety of ways and be limited only by the child's imagination. Wherever possible, we will use real resources such as items in the home corner, spades outside, containers in the water and loose parts. Resources will be inspirational and a reflection of the children's needs and interests.

Indoor and outdoor learning should broadly replicate each other in the EYFS. However, to maximise the potential of outdoor learning all opportunity should be given for children to make bigger movements, use resources of a bigger scale and make the most of natural resources.

The child should be doing more work than the adult, even if the adult is involved in the activity. For example, if the child is box-modelling, rather than telling the child what to do next then adult will ask probing questions such as 'what can you use to attach this? What will you do next?'.

Children will have a mixture of learning opportunities. Both child-initiated activities and high quality adult-led learning, for example, maths and phonics times.

There will be a big focus on developing children's communication and language due to the needs of the cohort and school area. We will ensure, as above, that adults are effectively modelling and promoting speech, listening and interaction skills. We will have a focus on nursery rhymes to develop communication and language and will implement communication and language opportunities throughout the continuous provision.

We will implement the new EYFS curriculum, following the mastering number scheme and teaching high quality phonics through the RWI scheme. Maths and phonics will be integral to all areas of the continuous provision and all adults will be aware of how to foster mathematical conversation and early reading and writing skills. Adults will incorporate the teaching of these core subjects playfully, for example not only in the maths and writing areas but in the dough areas and home



corners. Children will have access to exciting objects to count and sort, a range of tools with which to mark make and meaningful captions to read (e.g. 4 dots to show that 4 paintbrushes belong in the pot).

Assessment (Impact):

We will continually assess the pupils day-to-day. We gather evidence (such as pieces of work, conversations, observations or photos) to show key milestones in their learning journey- we 'remark on the remarkable' so that we spend the majority of our time with the children rather than continuously recording evidence. This means that our staff are able to talk to the children to find out what they know, what they need to do next and to enable us to scaffold their learning. Staff are all experienced and knowledgeable EYFS practitioners who know are able to use their interactions & observations of the children to identify gaps in knowledge and use our curriculum to plan their individual next steps. We formally assess all children each term, we will identify whether they are progressing well, needing support or needing specialist support in all areas of their learning. At the end of Reception all children in England must be assessed against the Early Learning Goals. They will either be assessed as emerging or expected in each area.