

Early Years Foundation Stage (EYFS) at Princess Frederica

Standards from the EYFS curriculum

Our Nursery and Reception classes follow the standards that are set out in the EYFS Framework. It states:

- Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
- The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Overarching Principles

The following four principles shape practice in early years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

School Vision

Belonging, learning and growth for life in all its fullness"

At Princess Frederica we:

- 1.Promote social, emotional, spiritual and educational growth in all our children (*This is how we develop character*)
- 2.Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum (*This is the way we educate*)
- 3.Create a positive impact on our local and global community and environment (*This is our footprint on the world/ community*)
- 4.Nurture friendship, kindness and respect (*This is how we treat each other*)

The EYFS seeks to provide the following

- Quality and consistency in all classes, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Rationale for the school approach

- A balance in approaches between child led learning and adult led learning based on the individual needs of the children and our expectations for what needs to be achieved by the end of EYFS.
- Curriculum planned around a love of reading and books.

Intent

- Children leave EYFS with the foundations necessary to be confident in expressing their opinions, likes and dislikes and talk about what they have learnt.
- All children benefit from a range of experiences, both indoors and outdoors, which engage, enthuse and enlighten.
- All children will have acquired the foundation skills to be literate and numerate.
- Ensure children start a journey of engagement and enjoyment in reading.
- Children develop a foundation in gross motor skills and musical expression.
- Children are encouraged to talk regularly about their learning to build language skills and reflect on what they are doing as well as others around them.
- Children develop school readiness for KS1 by the end of the Reception year.
- Children develop positive relationships with their peers and adults.

Implementation

- Children are exposed to environments with phonics challenges as well as staff who challenge them with language rich conversations and introduce new vocabulary which children are challenged to use. Children are given opportunities to show their learning.
- Children in Reception, have daily, structured teaching for phonics (they follow the Monster Phonics programme) and maths (Power Maths scheme and maths mastery).
- Teachers use core texts to introduce themes in learning.
- Children read to on a daily basis with songs and rhymes also incorporated.
- Meaningful learning opportunities are provided through practical, hands on tasks set up across the provision.
- Children have access to a carefully selected range of core books that are kept in the book corner that are there to support enjoyment in reading.
- Children have weekly music and PE lessons with the specialist PE and music teachers.
- Learning detectives describe learning happening through the school day.
- Knowledge organisers link in with school overview and support continuity of approach across the school.
- The specific areas of learning form a basis for subjects that are taught discreetly in KS1 and KS2.
- The school fosters positive engagement with parents through home school links including learning journeys, scrap books and reading records.
- Children are provided with practical and purposeful hands on experiences.

Impact

- Children make good progress based on their starting points with above national numbers reaching a Good Level of Development.
- Children display the effective characteristics of learning so they are able to engage successfully in learning both during and after the EYFS. This aligns with the school's approach such as A Growth mindset, developing strong values which are aligned with the school, building resilience
- Children are able to apply phonics skills and have a positive view of reading and the joy of books.

Cultural Capital

At Princess Frederica Primary School we believe that Cultural Capital is about giving each child the best start in life and the support needed to enable them to fulfil their full potential and achieve future success. We recognise that children arrive at our setting having had different experiences to others, and we aim to address any inequalities so that children are not limited by their social or economic circumstances. We see each child as an individual and tap into their interests in order to build upon their knowledge and skills, and introduce

them to aspects of our wonderful world that are new to them or have yet to experience. These experiences are built on after they complete the foundation stage.

Supporting all learners

Our curriculum is designed to be flexible to adapt to the needs of every cohort and is accessible for all children based on their starting points. We celebrate the diversity of children who attend the school, and encourage parents and carers to do the same (valuing their home language as something that has equal importance as learning English).

Curriculum Overviews

Our curriculum overview for Nursery and Reception sets out how we will deliver the educational outcomes for the Foundation stage in the seven areas of learning and we use Development matters the non-statutory guidance to help plot key learning and skills that children should be taught during Nursery and Reception.