

## Our EYFS Curriculum Statement

**At Cottingham C of E Primary School, we aim to teach an ambitious, high quality and enriching curriculum that will prepare our students with the knowledge and skills for their future learning and employment, ensuring that they are role-models in our society, using our School mission of Care, Build, Follow and Think along with our school Christian values.**

### **Intent**

- We regard every child as unique. We regard each child as constantly learning and that each child can become resilient, capable, confident, self-assured.
- We prioritise positive relationships in order for each child to become strong and independent. There is a strong partnership between our EYFS staff and parents
- We provide a rich, enabling environment ensuring each child can learn and develop well by providing experiences that respond to each child's individual needs based on what they already know and that are clearly sequenced and progressive.
- We recognise that each child develops and learns in different ways and at different rates (characteristics of effective teaching and learning).

### **Areas of Learning:**

The seven important and interconnected areas of learning and development shape our provision. We regard the three prime areas as particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- **Communication and Language**

**At Cottingham C of E Primary School, we will develop **Confident Communicators**.**

During the Reception year the children in Willow class will be immersed in rich language through stories, talk time, Talk 4 Writing sessions and high-quality interactions. We understand that communication and language underpin all 7 areas of learning and that a skilled communicator will be well equipped to access all areas of learning and make good progress. Through continuous provision and structured times, adults will support and continuously assess children's speaking and listening skills on a day to day basis. All children will take part in Neli screening and those identified as high need will take part in daily small group and 1:1 interventions to develop these skills. Back and forth conversation, sharing moments in learning, commenting, responding and building on vocabulary as well as modelling will be the key role of the adults.

- **Physical Development**

**At Cottingham C of E Primary School we will encourage children to **build Strong Bodies** and become **Terrific Tool Users**.**

During the children's time in Willow Class, the development of physical skills is central to their physical, emotional and health development. The children have access to outdoor activities where they can build skills in climbing, throwing, catching, balancing, using wheeled toys and negotiating space. A woodwork area also forms part of the continuous provision, in this area children learn to handle tools carefully with safety and respect. They learn to hammer, drill (hand drill), saw and screw. During day to

day activities the children have access to continuous provision such as puzzles, sewing, threading, cutting, hole punches, staplers, cutlery, malleable tools, scoops, spades, diggers, pipettes and much more. Further enhancements are added at different times in the year. Use of tools are taught explicitly as part of the adult's role in play. Kinetic Letters is the handwriting programme used throughout school, the children receive regular teaching to develop core strength and correct pencil hold as well as letter formation throughout each week.

Reception children, in line with whole school, are offered two PE sessions each week following the REAL PE scheme. There are also regular opportunities planned to allow the children to experience a range of sports such as tennis, archery and curling.

- **Personal, Social and Emotional Development**

**At Cottingham C of E Primary School, we will support children in becoming a Great Friend to others, Confident, Healthy Beings with the ability to Manage Feelings and Respect Others.**

In Willow Class, we understand that children will learn best when their well-being is high. Children must feel safe and content in order to be able to access learning and build cognitive development. Personal, social and emotional development of children must weave through everything that we provide for the children from the moment they take a step through the school gate. Warm and trusting relationships are at the heart of all that we do. Children are supported in developing relationships with their peers and also other adults across the school. Through the provision in class they learn to be a good friend by listening, turn-taking, negotiating, responding and understanding emotions. Adults work alongside children to support these relationships and model this at all times. Learning to wait and accept delay or disappointment also forms part of this as our own wants may not always be met and children must learn this. They are supported in dealing with these emotions and learn to accept the needs and feelings of others. We develop vocabulary to name feelings and encourage children to talk about how they feel. We encourage children to begin to understand diversity and differences and to celebrate who they are. We build a strong sense of belonging and community where children are proud to be part of our school family. Developing a healthy attitude and life style runs through healthy snacks, explicit learning about the human body, taking part in PE, keeping active and rest. The children learn about good dental hygiene, hand washing and keeping their bodies clean.

- **Literacy**

**At Cottingham C of E Primary School we aim to support children in becoming Radical Readers.**

In the Early Years, we have a fidelity to the Ruth Miskin, 'Read, Write Inc' programme of Phonics. Our fully trained staff deliver sessions daily to all children. At the beginning of September, the Reception class begin all together, learning all of the Set 1 sounds and developing skills in blending and segmenting. Once the children have completed this part of the programme we then use assessments to group the children accordingly. Each group will then focus on where the children are. Each child is assessed every short term, this enables fluidity in groupings and close monitoring of individual progress and gaps. We are committed to ensuring that that the children have access to a wealth of books and Story time (Reading Pledge) is enjoyed daily after lunch, building up a

spine of treasured stories which the children become familiar with. We use Pie Corbett, 'Talk for Writing' (T4W) to deliver high quality literacy sessions. T4W supports the children in developing story patterns, understanding structure, building inference, developing vocabulary and comprehension. Through T4W, story times, continuous provision and following children's interests, the children have access to stories, non-fiction and poetry. The children become competent in performing and innovating. All children read 1:1 with an adult each week and the lowest 20% have extra time to read with an adult. A banded reading book and a book linked to sounds (when appropriate) are sent home with the children along with a top 100 book to enjoy with an adult.

**At Cottingham CE Primary School we will help the children to become Wonderful Writers and Awesome Authors**

In line with teaching reading as outlined above we use both 'Read, Write Inc' and 'Talk for Writing' to support the teaching of writing. Mark-making is encouraged through continuous provision where many materials and tools are accessible to all. Adults model writing through play, whole class sessions and small groups. We know from our knowledge and experience that the children's development of physical skills is imperative to the development of writing, therefore we use a programme of Kinetic Letters in order to teach the physical skills of letter formation.

- **Mathematics**

**At Cottingham CE Primary School we will encourage children to become Masters of Maths.**

In Willow Class, the children are immersed in maths throughout each day. Adults understand the importance of building maths language and skills across the curriculum. Although there are set times for specific maths teaching, maths is happening all of the time. The early counting principles form the core foundations for developing maths concepts – one to one principle, stable order, cardinal principle, abstraction principle, order irrelevance principle and subitising. We use; White Rose Maths' to guide daily maths sessions and support activities in the enhanced provision. Adults work with groups and individual children to develop skills and concepts. Areas of the provision are enhanced to develop concepts, skills and language with specific challenges being set towards the end of the year. Each term activities are designed to check key skills, gaps are identified to ensure individual progress. Five-minute maths sessions, known as # Mathsfactor, also take place daily, during which time there is a large focus on shape, time and money.

- **Understanding the World**

**At Cottingham CE Primary School we will encourage children to be Super Scientists, Cultural Citizens and Helpful Historians.**

During the children's first year in school we aim to develop their curiosity about how things work, where things come from, where we fit into the world and what is unique about us. We encourage children to explore what different places and life styles might be like. How is this the same or different to ours and what is important to ourselves and others. Children learn about growth of animals, including humans and plants. Lots of time is spent outdoors with a particular focus on Forest school activities. The

children in our setting are predominantly white British so we seek to offer opportunities which will broaden children's knowledge of different cultures and heritage.

- **Expressive Arts and Design**

**At Cottingham CE Primary School we aim to support children to become Dazzling Designers, Amazing Artists, Marvellous Musicians and Proud Performers.**

We encourage lots of creativity in the early years and beyond. Our continuous provision is set out in a way that enables children to access a range of tools and materials in order to express themselves through music, art, dance and drama. Music sessions take place following the 'Charanga' scheme of work, experienced visiting musicians, access to musical instruments and singing rhymes and familiar songs. Role play areas and small world form part of the continuous provision that are often enhanced or changed to follow children's interests or led by learning quests. A home corner is consistent throughout the year. The 'creation station' is set up to provide self-access art and design resources, these are carefully thought out to match skill levels such as different ways of joining and learning to colour mix independently. A malleable area is constant with a range of materials to encourage creativity. Explicit art skills are taught each week in order for the children to develop and learn new skills whilst still applying this in line with their own creativity.

Adults will develop a clear understanding of where the children are in their development of each area of learning through continuous, formative assessments.

Strengths and areas for development are quickly recognised and help to shape the curriculum and subsequent teaching. Teaching opportunities are carefully planned to match these needs, as well as 'in the moment' opportunities.

## **Implementation**

We consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging, progressive and highly motivating curriculum for each child in all of the areas of learning. In Early Years and Key Stage 1 we have continuous provision throughout, this ensures a smooth transition in to Year 1. The next steps are transparent for all children, due to being exposed to working alongside the older children. They are fully aware of expectations and we notice how readily they take on new challenges.

### **The Importance of Play:**

Each area of learning is implemented through planned, purposeful play and through a balance of adult-led, adult directed and child-initiated activity. We regard play as essential for children's development, building their confidence as they learn to explore, challenge themselves, think about problems, and relate to others. We strongly believe that children learn by leading their own play, and by taking part in play which is guided by adults. We make ongoing judgements about the balance between activities led by children, and activities led or guided by adults. As children progress through the year this balance gradually shifts towards more activities led by adults and direct teaching, to help children prepare for more formal learning, ready for Year 1.

### **How we Provide for a Thinking Environment / Characteristics of Effective Learning:**

Our stimulating environment offers high quality provision to meet the needs of the individual cohort. This usually consists of malleable, block play, small world, role play, science lab,

research hub, fine motor, creation station, book corner, mathematics area, snack area, sand, outdoor spaces which include water, wheeled toys, gross motor provision, wood work and music stage.

In planning and guiding children's activities we reflect on the different ways that children learn. These underpin our provision. The three characteristics of effective teaching and learning are:

- **Playing and exploring:** Children investigate and experience things, and 'have a go'. Our environment allows children to play freely but also supports learning through implicit and explicit challenge (see below). Opportunities for exploring are in every area of our provision. Resources are carefully considered and chosen to create curiosity and open-ended play. Rotary dial telephones and vintage type writers are examples of such resources.
- **Active learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. We encourage children to be active learners by creating an environment led by their interests. By giving the children enough time to explore the continuous provision they are able to develop and build on their interests, adults notice this and support and facilitate appropriately. This may include adding dinosaurs and books about dinosaurs to the outdoor area, providing small notebooks and dressing up to support those children being 'police' on the bikes, adding babies to the home corner when interest in babies becomes apparent, changing the role play area to a shop after noticing that the children are using money in the maths area to play shops. We believe high level attainment comes from high level engagement and that learning should be process (skill) driven rather than outcome driven. Engagement in the process ensures the knowledge is more likely to stick.
- **Creating and thinking critically:** Children have and develop their own ideas, make links between ideas and develop strategies for doing things. In the water area, the children are encouraged to use the water butt to fill the water tray and access water independently. The children may be encouraged to think of ways to transport the water from one place to another. What can we do if there is no water in the water butt? How will we transport large amounts of water? Is there a quicker way, which container would be best for the job?

We plan our continuous provision to continue the provision for learning 'in the absence of an adult', providing differentiated core resources. It is directly linked to children's progress and attainment and focussed on procedural knowledge/skill development. We enhance the provision through skilled adult interactions and by selecting resources and activities to meet the children's developmental needs. Activities are 'dressed' to children's motivations and interests. We also ensure that adults are not constantly leading group activities. Adults observe children's learning in the continuous provision and also teach, support and scaffold children's learning through their play.

Although 'Learning Quests' are used to stimulate learning around specific areas of the curriculum, this does not limit the provision and opportunities in play. The children are challenged to engage in the development of skills and knowledge which run alongside child-led learning.

We use 'linked provision' at the beginning of the day. This provision is directly linked to a specific skill development. During self-registration time, the children work independently to practice and apply their learning. Activities may include name writing, patterning, cutting and fine motor etc.

We produce weekly enhanced provision plans to identify which areas of continuous provision will be enhanced to develop specific skills and knowledge. This may also include areas of children's interest, opportunities for Learning Quest to be developed and activities to support specific areas of learning. This is developed through adult observation of areas of need and interest and is closely linked to our school curriculum.

Adults use both planned group activities as well as objective led planning to work with the children at their current level, scaffolding next steps.

### **How we Ensure Challenge:**

Implicit challenge throughout our environment is achieved by:

- Using assessments to ensure that resources are skill levelled to ensure that they match children's abilities and provide movement to next steps.
- Providing ambiguity. Open ended resources and experiences are provided that encourage children to explore and investigate.

Explicit challenge is adult led and is achieved by:

- Providing specific challenges for children to access independently, using independent books for reference and recording their learning on to Tapestry.
- Adults working with individual or groups of children to achieve a specific learning outcome.
- High quality planned adult interventions and 'in the moment' opportunities by skilled practitioners.

### **How we use Assessment:**

Assessment is key in recognising our children's progress, understanding their needs and planning activities and support.

- Ongoing assessment (formative assessment) is an integral part of the learning and development process. We observe and interact with children in daily activities to understand their level of achievement, interests and learning styles. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Adults do not carry out written or 'Tapestry' observations on a regular basis, all observations of children's learning are achieved through quality time and interactions. Practitioners are expected to use effective questioning and knowledge of the children's next steps to facilitate progress. These interactions are shared among staff, this ensures that all staff are aware of what the child's needs are in specific areas of learning and discussions around how provision may be enhanced to reflect this. Notes are made at the beginning of each term to focus teaching and learning opportunities for individual children.

Wow moments, visits and specific experiences are recorded on to 'Tapestry' to share with parents. This is not used to evidence children's learning, it's primary use is to share moments with parents. In the same way, parents are encouraged to communicate special occasions at home, moments that the children are proud of and experiences which may reflect learning in school.

- Summative assessment based on professional judgement is completed at least 3 times per year (Late September / October; December; April) to understand a child's performance at the end of a period of teaching. This Gap and Strength Analysis is supported by Development and informs the change in the environment needed to address the greatest area of need (learning gaps) and strengths. When baselining the children, it was evident that both pencil grip and finger strength were areas of need, therefore a specific fine motor area has since been developed. Poor engagement and focus noted among a small group of boys (all of whom cannot hold a pencil), a new block area has been created with them in mind, to include mark-making materials. There is also a 'Keep on trying tray' which

specifically targets those children noted to have lack of perseverance. Writing assessments take place each short term, this include a photograph of pencil hold.

- National statutory summative assessment is carried out at the beginning of the Reception year (Reception Baseline Assessment) and at the end of the year in order to understand a child's performance in relation to national expectations (Early Years Foundation Stage Profile).
- Assessment informs an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Our whole environment is shaped by observation and assessment. Hence, our quality provision has a direct relationship with the needs of the children. It is adjusted to enable each child to demonstrate their learning and development fully.

We shape learning experiences for each child responding to:

- (i) our day-to day observations about children's progress.
- (ii) our knowledge of the strengths and areas for development identified through summative assessment.

### **How we Monitor Children's Well-being:**

We monitor the well-being of our children through the Leuven Scales of Well-being and Involvement. We strongly believe that if children are not positively engaging and involved, learning will be hindered. This is completed on entry and at later points in the year for children where there are concerns.

### **The Importance of Highly Skilled Staff:**

We firmly believe that quality EYFS provision requires a quality workforce. We have a well-qualified, skilled and committed staff to ensure we deliver the best possible outcomes for children. We are knowledgeable about the 7 areas of learning and understand how young children learn. We regard ourselves as 'facilitators of thinking', constantly look for opportunities to question, model and scaffold strategies and ideas. We use the Development Matters non-statutory guidance to support our professional judgement.

All staff are fully trained in Read, Write Inc Phonics and Kinetic Letters.

Recent training for both class teacher and teaching assistant also includes 'The Five Principles of Counting'.

## **Impact**

We expect the vast majority of children to achieve the 17 Early learning Goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year in the seven areas of learning and development.

Our EYFS provision 'gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'.