



Glade Hill Primary School

Early Years Foundation Stage Curriculum

Intent

The early years is such a special time where young children start to make sense of the world around them as they explore through meaningful and purposeful play. At Glade Hill Primary and Nursery School, we aim to ensure that the beginning of a child's education is a happy and fulfilling experience. We are committed to providing a high-quality early years education which gives our children a secure and confident start to their school life, enabling them to **SPARKLE** and acquire the knowledge and understanding they need to be equipped for the challenges in Key Stage One and beyond. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

Our on entry assessments show us that many of our pupils start school below national expectations for their age. A high proportion come from disadvantaged backgrounds and with complex needs. We aim to teach our children how to listen, speak and meet our high expectations for behaviour by working together and being kind.

As such, we prioritise personal, social and emotional development, and communication and language in the Nursery curriculum. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Foundation, we prioritise developing a love of reading, writing and number.



We recognise and value the importance of setting the foundation on which to base our pupils' journey and future progress through school, as well as developing the skills to explore, take risks and begin to make sense of the world

around them. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning.

We achieve this through a vibrant and

engaging continuous provision, both indoor and outdoor, alongside trips, visits and regular sessions in our woodland area.

See our Glade Hill Positive Behaviour Policy



Implementation

The EYFS team at Glade Hill – collectively known as the Amazing Acorns, aim to provide a caring, ambitious and stimulating environment where children learn by building on what they already know and can do. Staff quickly form strong relationships with the children and their families, and use this knowledge to plan a rich and challenging curriculum, which meets the needs of all pupils. To ensure best practice and continuity, our Foundation Stage classes work closely together. There is a strong team ethos between all staff across the Foundation Stage, ensuring the safeguarding of all pupils at all times, and a smooth transition from Nursery into Reception.

Through a mix of adult-led and child-initiated activities, staff respond to the children's emerging needs and interests, guiding their development through nurturing and positive interactions. Staff are constantly reflecting on the different ways children learn, and adapt the planning and environment to focus on the ideas that matter to them.

Using **SPARKLE** characters, children are encouraged to consider what type of learners they have been at an activity. They are familiar with the vocabulary contained in the school '**GOLDEN** and **SPARKLE**' mottos, and are supported to recognise qualities, such as ambition, resilience, motivation and enthusiasm in themselves and their learning.

In the EYFS we follow the curriculum as outlined in the latest version of the EYFS Statutory framework that applies from September 2021. Our children are working towards achieving the Early Learning Goals, which describe the statutory expectations regarding the knowledge, skills and understanding which young children should have acquired by the time they reach the end of their Reception year. As Early Years practitioners, it is essential that in planning our curriculum we adhere to the guidance, but do not allow it to narrow our expectations or limit the experiences we provide for our children. Rather, we use the early learning goals as checkpoints to measure what our pupils can do and where they might need more help, and continue to set high expectations for what we know our pupils can achieve.

Teaching and learning in the Early Years is shaped through seven areas that are linked. We recognise that these cannot be delivered in isolation and aim to deliver new concepts in meaningful, everyday contexts that enable our children to build upon their prior knowledge.



The **prime** areas are crucial for igniting children’s curiosity and enthusiasm as well as expanding their capacity to learn, form relationships and thrive as they progress through their **specific** areas of learning and development. The Prime Areas are Communication and Language, Personal, Social and Emotional Development and Physical Development. Staff working in Nursery will focus particularly on the Prime areas of learning and development, but not to the exclusion of the Specific areas. The Specific Areas are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Staff working in Reception will expand the learning in the Specific areas and continue planning for progress in the Prime Areas.

Phonics teaching takes place initially in age-related groups, with children accessing ‘keep-up’ intervention as needed based on their developmental stage. Phonics planning is based upon the ‘Little Wandle Letters and Sounds – Revised’ teaching program.

The school takes a ‘Mastery’ approach to mathematics and children are taught in mixed-ability groupings within Nursery and Reception. Reception children complete guided mathematics and English activities with a teacher each week.



We enrich the Early Years Framework with our Glade Hill Curriculum to develop core skills, knowledge and experiences identified as important to our children, families and the wider Bestwood Community. This includes special events, celebrations, memorable experiences and themes such as Diversity, Community and Charity and Ambition. This work is an important aspect of working with our families to improve outcomes for all. The curriculum is taught with consideration for the needs of all learners and is regularly updated to reflect the changing requirements and interests of individual cohorts and groups of children.

*See **Glade Hill Primary and Nursery School Curriculum Statement.***

Play

Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best through activities and experiences that interest them and inspire them to learn. Our Foundation classrooms are set up with ‘workshops’, offering continuous provision to build upon and deepen pupils’ experiences and learning from Nursery. Continuous provision provides children with

stimulating, active play to encourage creative and critical thinking alongside other children as well as on their own. Furthermore, it gives children the opportunity to develop skills that are being taught throughout the year on a daily basis. Play gives our children the



opportunity to pursue their own interests, inspire others around them and consolidate their understanding and skills. The children learn to negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing important skills and language.

We recognise that outdoor play is of equal importance to indoor play and we aim to offer free flow access to our outdoor learning areas throughout the school day. The

‘outdoor classroom’ offers children the opportunity to develop their gross motor skills and to be ‘bigger’, ‘louder’ and ‘messier’, and our woodland area allows our children to be adventurous, to explore and take risks, and observe changes in their natural environment.



Planning and Teaching

The Early Years Foundation Stage Curriculum provides the basis for planning in our Nursery and Reception classes and is supported by the Development Matters statements. Our planning is based on half-termly themes selected to match children’s interests, experiences and prior learning, and are deeply rooted in the love of stories and reading. Staff reflect on the different ways that children learn and how they use the environment, identifying learning opportunities and enhancements to expand the children’s learning. They respond to children’s social and emotional needs as well as their academic achievement.

Throughout the school day there is a balance of child initiated learning and adult led activities. There are set routines we follow each day and designated times when the children come together to be taught maths, literacy, phonics and wider curriculum subjects. These times provide the opportunity for children to develop their ability to work as a group, to listen, take turns, to answer and concentrate. During adult-led teaching times teachers can check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

In Amazing Acorns, we aim to nurture and inspire a love of language and storytelling through a **book-based** curriculum. Through singing, rhyming, sharing books, role-play, using actions, puppets and toys to re-tell and make up stories, our children will become comfortable using a wide range of story language and vocabulary. We want our children to develop a lifelong love of reading and to leave the EYFS knowing some stories – both traditional and modern – really well. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary, and through a Talk for Writing approach, our children will be able to imitate and innovate stories. At Glade Hill we recognise that great readers become great writers. We enjoy sharing a whole class story every day, and provide opportunities for children to enjoy books in continuous provision.



In Nursery, children will borrow books from the lending library to share with adults at home. In Reception, every child will receive a reading book, which they will share with an adult in school. Children are rewarded for reading at home at least three times a week, through our RED TED scheme – **Read Every Day Talk Every Day**. Children have to work towards earning ten stickers on their chart in order to win their very own RED TED teddy bear!



At AtGlade Hill we love to provide children with opportunities that many of them may not have experienced before, or that enhance their learning in school. We go on visits, for example going ice-skating over a six week period or visiting the local city farm to feed the farm animals. We arrange for local firefighters to come into school to talk to children about

their jobs during a focus on People who Help Us and we love to cook and bake bread as part of our Little Red Hen theme.



Partnerships with families

We truly value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half-term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' evenings, and in the Summer term we send home detailed reports and offer meetings with staff to discuss these.

Parents and Carers are encouraged to contribute towards the evidence gathered towards the Early Years outcomes through incidental discussions with staff, completing 'sparkle' slips and commenting on 'Tapestry'.

To support transition into school, all pupils are invited to visit the setting before they start in Nursery. This is a valuable opportunity for parents to tell us about their child – their needs, likes and dislikes – and for staff to outline daily routines and expectations. Similarly, we hold meetings for parents in the Summer Term to support a smooth transition into Reception.

Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. We endeavour for pupils to have our 'Golden and SPARKLE' values embedded by the time they leave Foundation, preparing them for their time at Glade Hill and beyond.

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure children make 'strong progress' across all of the areas of the EYFS curriculum, and

we strive for children to reach the Early Learning Goals by the end of their time in Foundation.

Staff work hard so children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers. Our children make strong progress emotionally, creatively, socially and physically and the majority become independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points.

Teachers will undertake all statutory EYFS assessments, in accordance with DfE guidelines, including the Reception Baseline Assessment and the Early Years Foundation Stage Profile. Children's learning and progress is measured across the year through formative and summative assessments, which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry. We are careful to ensure that assessment activity does not detract from adults supporting learning and engaging with the children. Throughout the year, Early Years staff plan in activities to check for impact, such as learning walks, moderation sessions and data analysis. Observations are then shared at weekly team meetings, and used to inform future planning and provision.

See Glade Hill EYFS Assessment Policy 2021

At Glade Hill, the EYFS team work tirelessly to ensure that children are surrounded by a kind and caring environment. Our Foundation Unit is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected. We are ambitious for our children and believe that their first experiences of school should be happy and positive, enabling **all** to develop a lifelong love of learning.

