

## The Early Years Foundation Stage Curriculum

In their first year of school, your child will follow the Early Years Foundation Stage Curriculum (EYFS) - supported by Development Matters – working towards the Early Learning Goals. This is the same curriculum as they followed at their nursery or pre - school. This allows for continuity during their first year at Bomere Heath School.

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. The weekly timetables are carefully structured so that children have rigorous directed teaching in English, Mathematics and Phonics daily. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to systematically 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.

Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. Some examples of this include our Talk boost and N.E.L.I. programme aimed at supporting some of children who require extra language support. Children may have additional '1-1 or small group intervention provision in Maths, Phonics and Physical Development to promote fine motor skills.

Reading is at the heart of our EYFS curriculum. Children follow a highly engaging synthetic systematic phonics programme called 'Rocket phonics' faithfully to support them in meeting good outcomes for reading. Children also enjoy reading a variety of books inside and outside of school through quality guided reading sessions and independent reading with adults. Children are sent home with a fully decodable phonics reading book that is tailored and suited to their individual phonics level. A rigorous and sequential approach to the reading curriculum such as Rocket Phonics develops pupils' fluency, confidence and enjoyment in reading. At all stages throughout the delivery of the programme, children's reading attainment is assessed and gaps are addressed quickly and effectively.

Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all areas of our provision. During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills. New and ambitious vocabulary we want children to learn and use is identified in texts used in literacy lessons and children are encouraged to use this in their writing.

We follow the 'White Rose' Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching mathematics in such a practical way supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. This approach to teaching maths ensures children gain progressive mathematical knowledge and skills as they continue their journey through KS1.

The seven areas of learning for children in the EYFS are;

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

These areas of the EYFS curriculum are initially taught during topics alongside their year 1 peers.

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practice new ideas and skills learnt in the classroom, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources that will inspire play and fire children's imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

Child-initiated play supports children in having ideas and being in control of their learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so. Child-led activities may start out as an adult initiated activity however by allowing the child space and time; the child may extend the resources and ideas given to create their own experience. It is important to strike a balance between adult led and child initiated activities to meet best the children's outcomes.

As your child moves into Key Stages one and two, you will find their learning journey information on the school website. We have identified some links between the EYFS curriculum and how these would begin to link into each subject area to support understanding of how we facilitate this within our mixed Reception, Year One class.