

Our EYFS – How we support the four key principles of the EYFS and our school ethos and values

- At Browick Road Primary and Nursery School we recognise **each child is unique** and encourage them to be confident, creative and resilient learners from the start of their learning journey.
- Through our school ethos and curriculum we aim for them to show respect for each other, their communities and the environment. We work together with parents to create a **learning environment** where we can respond to children's interests and develop their learning over time. The children have access to our carefully designed outdoor classrooms as well as being able to use the small but richly varied learning environment in and around the rest of the school.
- We support the development of children's communication skills which is vital in ensuring they know how to express themselves and develop **positive relationships**.
- We strive to support individual children's differing rates of **learning and development** and make sure that all children can access the curriculum.
- We aim for them to enjoy their learning experience whilst working towards **achieving** the early learning goals at the end of the Reception year and to become **successful** learners throughout Primary school and beyond.
- Our staff work **together** to share expertise and knowledge to ensure our curriculum is varied and supports good learning, development and well-planned transitions.



EYFS at Browick Road Primary and Nursery School

Our statement of intent;
How we make transitions work for your child



Good transitions

- Transitions both into and out of EYFS are carefully planned to support children's wellbeing and to make these big early experiences as smooth as possible
- When moving into any stage of EYFS we establish partnerships with parents to discuss individual children's interests, development and needs.
- Parents work closely with staff when their child starts in Nursery to share information about their child. This helps establish a starting point for planning for the child's needs.
- We offer parent meetings in the summer term before the children start in Reception and believe this is important to all parents whether we are welcoming their first, second or even sixth child to the school. This gives parents the opportunity to get to know staff, the school and our expectations and also each other.
- The school offers stay and play sessions during the beginning of the Autumn term prior to children starting Nursery and Reception to enable children to familiarise themselves with the other children, setting and staff.
- Reception staff communicate with Nursery settings and childminders, and where possible visit those settings in the Summer term prior to the Reception year.
- Transition to and from other Nursery settings will involve conversations between practitioners and written comments on the child's prime areas of learning.
- Children moving into year 1 also have the opportunity to spend time with their new teacher. Parents may be offered a 'meet the teacher' session to discuss any concerns.
- Transition meetings between EYFS and Year 1 teachers are held during the summer term. EYFS staff provide the relevant Year 1 teachers with information regarding children, allowing them to accurately plan effective learning during Year 1.
- Year 1 planning takes into account transition from Reception. The curriculum and timetable are flexible and altered according to the needs of the class and the stage of the year.

Communication and Language

Listening, Attention and Understanding; Speaking (Prime Area)

This underpins all the learning in all the curriculum areas. Skills include having back-and-forth conversations, listening to, enjoying and recreating stories, playing imaginary and recreated roles, learning new vocabulary and asking questions.

Links to national curriculum: All areas. Specifically: English and Drama



Physical Development

Gross Motor Skills; Fine Motor Skills (Prime Area)

Developing strength, co-ordination, balance, spatial awareness and movement. Gross motor skills are large whole-body movements and develop health and emotional wellbeing. Fine motor skills support precise movement with hands, such as using pencils, scissors and small tools, etc., Links to early literacy skills.

Links to National Curriculum: All areas. Specifically: PE, Science, Design Technology.



Personal, Social and Emotional Development

Self-Regulation; Managing Self; Building Relationships (Prime Area)

Crucial for living happy healthy lives. Supports development of relationships, perseverance, waiting their turn, asking for help, having confidence in their own abilities, learning to co-operate and resolve conflicts.

These help children achieve in school and throughout life
Links to National Curriculum: All areas. Specifically: Relationships, Health and Sex Education (RSHE)



Literacy

Comprehension; Word Reading; Writing (Specific Area)

Of course we teach phonics – *from 2021 we are using Read, Write Inc.* but we want to develop a lifelong love of reading: Both understanding and 'decoding' – reading – words using phonics. *Children understand and enjoy books, songs and rhymes long before they can read themselves.* This includes listening to and reading stories and non-fiction (fact) books. Writing is developed across the curriculum from mark-making to both transcription (handwriting and using phonics) and composition (using ideas in speech before writing, too.) This is all supported by Talk for Writing approach. *Links to national curriculum:* All areas use reading and writing. Specifically: English

EYFS at Browick Road Primary and Nursery School Curriculum overview

There are seven Areas of Learning, divided into seventeen chunks. Three are 'Prime' areas: Skills which support learning in the four 'Specific Areas'.

Topics and Themes

We base our topics on the things we know the children will enjoy such as dinosaurs or space, as well as adapting our topics in line with children's specific interests where necessary! We encourage children to make links between their learning and experiences to develop lifelong interests and skills.

Other themes will include well-known stories, special times of the year and big events like the Olympics.

We enrich our topics where possible by going on

Mathematics

Number; Numerical Patterns (Specific Area)

We want to encourage children to enjoy maths and become confident and capable with numbers. Skills include developing number confidence to count and understand numbers to 10. Understanding relationships between them (one less, adds together to make 5, pairs which make 10, etc.) Developing the vocabulary to talk about maths problems. Understanding spatial awareness including shapes and patterns and connections. *Links to National Curriculum:* Maths and Science

Expressive Arts and Design

Creating with Materials; Being Imaginative and Expressive (Specific Area)

Developing imagination and artistic expression including exploring and playing with a wide range of materials and communicating through the arts. Children learn to look closely and respond to the things they see, hear and feel. *Links to national curriculum:* Music, Art, Drama, Dance, Design Technology, English

Understanding the World

Past and Present; People Culture and Communities; The Natural World (Specific Area)

Helping children make sense of the world around them and the people in it. Understanding technology, culture and diversity. Developing the vocabulary to explain things in the world around them, past and present. *Links to National Curriculum:* RE, RSHE, History, Science, Geography, Computing, Design Technology

We support children's learning by giving them time to...

- Work alongside and with others
- Develop social skills, confidence and communication skills
- Sharing their ideas
- Recognise and manage feelings
- Make decisions and choices
- Learn by trial and error – testing their own ideas
- Be imaginative
- Make and test plans and ideas
- Become really involved in developing their own plans and ideas

We will scaffold your child's learning by...

- Observing them to understand what they already know
- Observing their play and our provision to make sure their learning is extended
- Listening to and talking about their ideas
- Offering help if they need it
- Showing them (modelling) play and teaching them how things work
- Helping them use what we have been learning to make their own progress
- Developing their self-esteem and confidence through praising what they can do and how they've made progress

We will teach your child by...

- Making learning enjoyable and using new experiences
- Provoking new ideas
- Identifying their next steps
- Helping them develop thinking skills and concentration
- Giving them opportunities to link new learning with things they already know
- Helping them learn to listen to the ideas and experiences of others

Teaching time

We understand that children are active learners and their concentration increases over time...So the amount of 'formal' teaching time increases across each year group.

We build up knowledge of the children's skills and areas for development by observing and talking to children. We then teach in varying group sizes throughout EYFS – 1:1, small groups, larger groups and whole class. We aim to keep learning as play-based and relevant as possible!

In Reception we teach phonics, maths, music and RSHE discretely. We teach writing and other curriculum areas as part of our topics.

EYFS at Browick Road Primary and Nursery School Teaching and Learning



Characteristics of Effective Learning

These are non-statutory but reflect how children think, are motivated, persevere, are resilient and engaged in their own learning

Playing and exploring – engagement in learning

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

- Being involved and concentrating
- Keeping on trying
- Enjoying and achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

These give us a picture of the child as a person and a learner and are used in end-of-year report comments.

End of EYFS expectations

At the end of Nursery we aim for children to: speak with increasing confidence to adults and children; play co-operatively with others; manage their own personal hygiene and clothing e.g. toileting, coat zips; enjoy using number and mark-making in their play, using their understanding of numbers and sounds with increasing accuracy; enjoy investigating the world around them; respond to their experiences and create confidently.

At the end of Reception we'd like our children to be well-rounded, resilient, creative learners. The children will also be assessed against the Early Learning Goals in the seven areas of learning. The skills children need to achieve these include: being able to write a sentence which can be read by themselves and others; read and understand simple sentences; recognise, use and understand numbers within 10 and beyond, including remembering number facts.