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 children 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 varied learning environments 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 successful as possible.
- Staff work closely with parents when their child starts in Nursery or Reception to encourage the sharing of information about their child's likes, dislikes, development and progress. 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, the 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 have the opportunity to spend time with their new teacher during the summer term prior to transition, which will include story sessions in their own classroom. Parents are 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 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)

Oracy underpins the children's learning in all curriculum areas. Skills we teach explicitly include having back-and-forth conversations, listening to, enjoying, retelling and recreating stories, playing imaginary roles, the acquisition of new vocabulary and asking and answering questions. We encourage children to learn a 'Rhyme of the Week', and practise this daily to help with language development.

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

Literacy

Comprehension; Word Reading; Writing (Specific Area)

We teach phonics using the Read, Write, Inc scheme, explicitly guiding children in the decoding of words. However, we also strive to develop a lifelong love of reading, by ensuring that children are exposed to high quality texts on a regular basis. This includes listening to and reading stories and non-fiction (fact) books. *We know that children understand and enjoy books, songs and rhymes long before they can read themselves*. Writing is developed across the curriculum from early mark-making in Nursery to writing in sentences by the end of Reception. Using the Talk for Writing approach, we support children to be able to compose their ideas orally so that they can move on to writing stories and poems of their own. *Links to National Curriculum:* All areas use reading and writing. Specifically: English

Expressive Arts and Design

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

We develop imagination and artistic expression by exploring 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

Physical Development

Gross Motor Skills; Fine Motor Skills (Prime Area)

We work on developing strength, co-ordination, balance, spatial awareness and controlled movement. Gross motor skills (large whole-body movements) are developed by encouraging running, climbing, swinging, lifting, pushing, pulling, and throwing and kicking. The fine motor skills needed for precise movement with hands, such as using pencils, scissors and small tools, are worked on by using playdough, clay, pegs, tweezers, threading beads etc. As well as scheduled PE lessons, children enjoy access to our large outdoor areas, where we have the space and equipment (both natural and man-made) to work on these skills.

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

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 stories we are enjoying together and the time of year, 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.

We enrich our learning with local trips, and by inviting visitors (for example the police, or local firefighters) to school.

Personal, Social and Emotional Development

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

We teach the skills that are crucial for living happy, healthy lives. We support children to develop positive relationships with peers and adults, to persevere and become more resilient, to learn to wait, to ask for help, to have confidence confidence in their own abilities, to co-operate and to resolve conflicts. We use 'Zones of Regulation' to help children to recognise and name their feelings, and to find ways to regulate their emotions effectively. *Links to National Curriculum:* All areas. Specifically: Relationships, Health and Sex Education (RSHE)

Mathematics

Number; Numerical Patterns (Specific Area)

We aim 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 and beyond, understanding relationships between numbers (one less, adds together to make 5, pairs which make 10, etc.) and developing the vocabulary to talk about mathematical problems. Children will also learn to recognise, name and describe shapes, to measure and compare size, weight and capacity, and to recognise, copy, continue and create repeating patterns. *Links to National Curriculum:* Maths and Science

Understanding the World

Past and Present; People Culture and Communities; The Natural World (Specific Area) We help children to make sense of the world around them and to be curious about their environment and other people. We encourage the celebration of diversity, and enjoy learning about other countries and festivals from various faiths and cultures, depending on the cohort of children and their backgrounds. We explore the concepts of past and present within the children's experiences. *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
- Share 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

Teaching time

We understand that children are active learners and their concentration increases over time. Therefore 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, writing and RSHE discretely. Other subjects are taught through our topic work.

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) how to play and teaching them how things work
- Helping them use what we have been learning to make progress at their own rate
- Developing their self-esteem and confidence through praising what they can do and how they've made progress

EYFS at Browick Road Primary and Nursery School
Teaching and Learning

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

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 needed to achieve these include: being able to write a phrase or 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.