



Early Years

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Every child deserves the best possible start in life and the support that enables them to fulfil their potential. High quality early learning together with good parenting provide the foundation children need to make the most of their abilities and talents as they grow up. Our curriculum gives each child a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Early Years Statutory Framework for the Early Years Foundation Stage

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612722/eyfsm-2017.pdf)

Intent

Our Foundation Stage intent is based on our School Values:

Kind, Patient & Honest

To create a happy, safe, and nurturing environment where children are helped to become caring, considerate of others and develop friendships and positive relationships.

Curious, Independent & Brave

To provide a curriculum which is exciting and motivates children to develop a love of learning.

To provide a stimulating indoor and outdoor environment where children safely explore risks and challenge their own learning.

Implementation

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage.

This covers:

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

We will assess children on entry to build on the skills, knowledge and understanding that they have. This information is used to develop the children holistically and will ensure that all aspects of early childhood development are catered for.

This is delivered through our Cornerstones Curriculum consisting of 6 exciting topics, supplemented with 6 mini topics. The curriculum is broad and balanced in its coverage, knowledge, and skills rich. It is planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

- **Partnership with Parents**

We work closely and collaboratively with parents to ensure we value home experiences, develop a true reflection of the whole child, and inform them as to their child's progress. We use Interactive Learning Diary, Parent Evenings, and a written report to inform parents of their progress and to give them the next steps of learning. Additionally, parents are provided with information and a workshop on how to support their child at home.

Impact

Through the delivery of a well-planned, child-led, and challenging curriculum we aim that the pupils will leave the Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One.

This will be measured at the end of Reception as to whether the pupils have achieved a Good Level of Development.

- Having good personal, physical, and social skills.
- Enjoying, listening attentively, and responding with comprehension to familiar stories and rhymes.
- Demonstrating positive attitudes to learning through high levels of curiosity, concentration, and enjoyment. Children will listen intently and respond positively to adults and each other.
- Being resilient learners who are keen to learn and are proud of their achievements.
- Using their phonics knowledge to read accurately with increasing speed and fluency.
- Write correctly punctuated simple sentences.
- Understanding and using early numbers.

EYFS Curriculum Overview

Please follow the link to our Curriculum Overview

[EYFS Curriculum Overview](#)

What the children Experience

Personal, Social and Emotional Development

This is taught through SCARF, throughout the school, to promote positive behaviour, mental health, wellbeing, resilience, and achievement.

It is supplemented through the embedding of 'Zones of Regulation'. A whole school and Trust wide approach that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, promotes social skills, self-care, and overall wellness.

- **Physical Development**

We use Real PE and Real Gym to ensure every child has a positive relationship with physical activity.

- **Communication and Language development**

At Raunds Park Infants we promote a language-rich curriculum in our Early years and know that this is essential to the successful acquisition of language. The development of speech and language is identified as one of the most important parts of our school's early years' curriculum.

A Speech and Language Specialist works closely with the Reception staff to screen the pupils' level of understanding and vocabulary on entry and plan support where necessary, including Wellcomm programme. Interventions are delivered to support language skills and articulation.

- **Literacy**

Phonics and early reading are started in September. The school have adopted Read Write Inc as its Systematic Synthetic Phonics program. This will be replaced in September 2023 with Little Wandle Letters and Sounds.

- **Mathematics**

We use the 'Mastering Number' scheme which includes: Subitising, Cardinality, Ordinality, Counting, Composition and Comparison. This is supplemented with Shape, Spatial Reasoning and Measure lessons from 'White Rose' and 'I see maths' for progression in pattern.

- **Understanding the World**

We supplement the Cornerstones curriculum with Discovery RE. This introduces the children to different religions and includes Christmas and Easter celebrations. This journey is continued in KS1 developing children's learning in a progressive way.

- **Expressive Arts and Design**

We supplement the Cornerstones curriculum with a daily art/craft activity linked to our topic that is modelled to the children. We also use Real Dance to develop expressive movement to music and the children learn new songs and perform in our Christmas celebration.

- **SEND**

Lessons are planned in advance and consider points where learners may struggle and include strategies of pre-teaching, using multi-sensory learning, scaffold learning, and provide intervention groups. Some learners may require a personalised curriculum based on their ECHP.

Supporting children with poorer fine motor skills: Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control, and specialised tri-grip pencils and grips.

Supporting children who struggle to access lessons because of literacy difficulties: Provide visual aids to support and enhance understanding. Use strategies such as modelling, demonstrating, and imitating to support learners in understanding.

Supporting children who struggle to retain vocabulary: Ensure that the vocabulary becomes embedded by referring to it regularly during lessons, modelling and pre-teaching.