



How we present the EYFS Curriculum

In Saplings (Nursery and Reception) we follow the Early Years Foundation Stage (EYFS) curriculum. This curriculum focuses on the distinct needs and interests of children until the end of the Reception year.

It is delivered through planned play activities and ensures that all children have the opportunity to reach their full potential and experience the best possible start to their education.

The children have the opportunity to use our two classrooms and outside area to support and enhance learning in both adult and child led activities. Our outside area is an enclosed all-weather space with a large weather-proof canopy. We have many resources including tubs and beds for growing plants, a large sand and soil pit and opportunities for learning in all 7 areas with clearly labelled resourced trolleys.

The children also have access to a large playground, an outside classroom, a grassed paddock, an environmental garden, an allotment, and our local wood 'Rowley Wood'. These areas give the EYFS children an amazing variety of settings to learn through play and their own experiences.

Each child will have a Learning Journey that follows them throughout the EYFS. This includes photographs and notes made by staff and parents showing what they are learning and interested in, how they are learning and how we can develop this further.

We use this information in partnership with children and parents to create an overall knowledge of your child and to plan the details of our curriculum to meet their needs and follow their interests.

There are seven areas of learning and development that shape the curriculum. All seven areas of the curriculum are connected and are equally important and depend on each other to support a rounded approach to child development. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. The 7 areas will be linked by a theme/ topic each half term/term. Within these themes we encourage enquiry and question and where possible ask children what they would like to learn and change direction based on the children's interests. This idea of child-led learning creates enthusiasm and interest and helps the children's learning come alive. Parents will have information sent out each term regarding our themes and children will have the opportunity to add to our theme question board with things they would like to learn about or know the answer to.

Three prime areas:

Communication and Language

We give children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Children learn to express themselves and communicate through daily routines, imaginative play, drama, dance and movement, and also through other creative activities such as art and music.

We encourage children to talk and listen to each other in small groups at snack times, within group time as well as a whole class. This helps them to organise, sequence and clarify thinking, ideas, feelings and events.

Physical Development

We work to develop skills of control, co-ordination, manipulation and movement. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

We use the hall and outdoor areas to develop our gross motor skills and teach a range of skills. We teach children how to use tools like scissors, objects, construction and malleable materials safely and with increasing control. This is important as it also supports the development of fine motor skills which is closely linked to writing.

Personal, Social and Emotional development

We provide experiences and support children to develop social skills, a positive sense of themselves, and how to manage their feelings. Through role play, stories and circle time we initiate discussion and opportunities for the children to understand their emotions and feelings.

Four specific areas:

Literacy

We encourage children to link sounds and letters and to begin to read and write. They have access to a wide range of reading materials (for example, books, poems and information books) to ignite their interest together with having the confidence, opportunity, encouragement, support to use them. We aim to foster a love of language and reading by sharing books and reading to the children as often as we can throughout the session or day.

We have daily phonics sessions where we use a multi-sensory approach following the Letters and Sounds programme. This involves hearing sounds first and moving on to beginning to recognise sounds and use them to blend for reading and segmenting for writing. We also hear the children read individually when they are ready to move on to a graded reading book.

Mathematics

We provide opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures. This understanding is developed through stories, songs, problem solving, games and imaginative play, so that children can enjoy using and experimenting with numbers.

Understanding of the World

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We use the festivals and traditions to understand the similarities and differences between themselves and others, and among families and communities. We help children develop skills of observation, predicting, exploring, investigating, interpreting, discussing, decision-making and using tools and materials appropriately. We use the ICT suite to build on skills started in class including exploring environments, mouse control skills and creating pictures on screen. We also use other forms of technology including Bee bots, programmable toys, cameras and voice recording equipment.

Expressive Arts and Design

We enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Assessing in the Early Years Foundation Stage

In our EYFS setting we aim to monitor and assess using the EYFS Profile. The aim of this is to sum up the progress and learning needs of the children at the end of the Early Years Foundation Stage and end of Reception year. These profiles are not tests, but are built up over the year through observations, assessments, photos taken and children's work by teaching staff who know the children well. There are also opportunities for parents to share their child's achievements at home. The assessments cover all 7 areas of learning and build upon the child's strengths, interests and specific learning needs. If your child has not attended our nursery we will receive information from your child's previous setting to help build a picture of your child. This gives the staff an awareness of the children's abilities as they enter school. We will share the initial assessments with you as part of the first parents consultation evening in the autumn term. All parents will also have an opportunity to discuss their child's work and progress during the spring and summer terms, and will receive written reports.