

Early Years Foundation Stage Curriculum Intent

As an early years team, we feel privileged to be part of the first steps in developing a love of life-long learning in our children's education at Roseberry. Through stimulating, engaging and language rich environments, children have the opportunity to become independent and resilient learners. We believe that teaching and learning is more effective through small steps with adults scaffolding learning at appropriate stages of development. Even from our youngest children, learning is most effective with repetition.

The prime areas of learning take priority as the children begin their Nursery education and continue to develop and run throughout Reception through all of the 7 areas of learning. We are passionate in the belief that strong foundations in the prime areas successfully aid the building blocks towards quality teaching and learning in the specific areas.

Resilient, confident and independent early years children with an ability to self-regulate, have a greater chance of unlocking the doors to the world around them allowing every child to gain knowledge and skills during their time in early years and during their journey through our school.

From the moment our children begin their early years journey, we endeavour to immerse them in an environment rich in vocabulary, quality interactions and opportunities for communication. The development of spoken language underpins all of the 7 areas of learning. Children leave Nursery and Reception with a wide range of single world vocabulary, armed with the ability to be able to communicate effectively and confidently and talk about the world around them.

Home School Partnership

We are proud of our family ethos. This begins in Early Years where trusting links with families are formed and a genuine working partnership begins and continues throughout school. This allows for the needs of all of our children to be met and parents and carers have an insight into what our expectations are for the children. We quickly identify any specific needs of the children and signpost parents/carers to the relevant support and agencies. Our school PSA also works very closely with our parents and is always on hand to signpost parents to the right place should extra support be required beyond the school gates. From the moment children enter Nursery and become part of our Roseberry family, we strive to instil good manners and kindness. These qualities can be seen as the children continue their journey through school. They will understand how to behave in different situations and be well prepared for school life. Our commitment to cultural capital and the way it is built in to the curriculum and everyday life allows children to access the community around them and is linked to language acquisition and development.

Reading and Phonics

Reading is given the utmost priority and woven into all aspects of the Early Years curriculum. Due to our planning being carefully linked to quality books that are part of the schools reading for pleasure list, the children are immersed in a world of magical storytelling from dedicated practitioners who promote a love of reading.

A language rich provision lies at the heart of our early years with particular attention to the development of language and extending vocabulary. Carefully thought out role-play activities provide many opportunities to develop speaking and listening and interactions through communication.

Due to our consistent approach to the teaching of SSP (systematic, synthetic phonics), our children should leave Reception secure in their Read Write Inc phonics at a minimum of green level. This is in line with the expectations of progress document from Read Write Inc. They will be confident blenders being able to read accurately and fluently in order to support their comprehension. They learn to form each letter, spell correctly and compose their ideas step by step to support the writing processes and skills of the Roseberry Writing Curriculum.

The systematic teaching of phonics, alongside a well-managed home reading programme ensures that children commonly write and read well. Daily phonics sessions allow children to develop phonemic awareness rapidly. Children have opportunities to consolidate previous learning, learn new content and practise and apply what they have learnt. Reading books are celebrated across the setting and children benefit from both independent and group reading activities. Children are provided with decodable books that match their phonic stage. Nursery rhymes play and integral part in children's early reading development. Daily singing of rhymes supports the development of new vocabulary and rhyme and rhythm.

Mathematics

Mathematics is an important part of learning for all early years children. Developing a sound understanding of mathematics when children are young is essential. Introducing maths from an early age supports not only development in number but in problem solving skills, spatial awareness, patterns and shapes and measures. All staff are committed to ensuring that all children develop a strong grounding in number in order to develop necessary building blocks to excel mathematically. Early Years staff are skilled practitioners with good subject knowledge. Through quality planned activities and practical opportunities in areas of provision and role play, staff children are immersed in a world of -

- Opportunities for a good grounding in number (subitising)
- Opportunities to apply learning
- Rich maths vocabulary
- Spatial reasoning
- Patterns and relationships
- Shape, space and measures
- Manipulatives

Particular interest in spatial reasoning supports children's mathematical outcomes. When children leave Reception, they will have an ability to think and talk about spatial concepts to feed in to and develop strong maths skills. Alongside this, our children will gain a strong grounding in number. They will enter Year 1 as confident counters with a deep understanding of numbers to 10 and most importantly a positive attitude and interest in mathematics. Number is taught systematically and results in children applying these skills successfully in their learning journals and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage our pupils.

The 7 areas of learning are at the heart of all that we do at Roseberry Primary Early Years. Our curriculum has been written together as a EY team to ensure that it encompasses all 7 areas. We have carefully selected check points for six different phases throughout the foundation stage journey from entry to Nursery to the end of Reception. This allows practitioners to understand the needs of all individual children and quickly identify gaps in learning. This then informs us on a daily basis as to what interventions are needed to ensure all children achieve age-related expectations and meet their checkpoints.

Alongside this, run the Characteristics of Effective Teaching and Learning. These move through the areas; they are:

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically**

At Roseberry Primary School, we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Nursery and Reception classes.

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

We firmly believe that strong partnership with KS1 is key to a successful transition and future learning. Year 1 staff have always played an integral role in working alongside EY staff to ensure children are given the best opportunities to be Year 1 ready. Year 1 staff meet regularly with EY to discuss how the most quality links can be made and agree together what every child requires to be ready for Year 1. The EY and KS1 lead also have regular formal and informal discussions regarding progress in EYFS. This allows for a greater impact on transition as EY practitioners have an excellent understanding of what reception children will need to know and remember for the beginning of their Year 1 journey. This transition is priceless!

Cultural Capital

Our Early years children are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We are a Rights Respecting school at Roseberry Primary. The children are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. Children will develop an understanding about other cultures, races and backgrounds around the world.

We take great pride in visiting the local library, local church, visiting the Forum Theatre as well as walks into the local community whenever possible.

Events like this teach our children how to respect others and understand the need to adapt our behaviour in different situations. Thus, promoting future respectful citizens.

We are extremely proud of how our children work so hard and learn how to become responsible members of their local community.

Implementation

Knowing each and every child as an individual in our EY setting, is extremely important to effective implementation. Understanding where our children come from, having knowledge of their families and the community is essential and extremely informative. This is why as a team it is vital that we live and breathe our curriculum and that most importantly, it has been developed with the needs of our children at its heart.

In order to implement a quality curriculum, an understanding of our children as individuals and as an EY family is key. For our children, language, self-regulation and developing positive relationships is always priority within the prime areas of learning. A focus on these

areas help form many of our composites to support and allow for the doors to open to future successful learning.

The all-important questions: Why this? Why now? form the foundations of our planning and delivery. Practitioners have a clear view for every composite and skilfully think about the components that will form the building blocks leading to the acquisition of knowledge and skills. Practitioners in both Nursery and Reception consistently have the key discussion of; Why this activity and why now? Such conversations will be heard daily during setting up time and essential planning meetings. For our children to make the desired progress, all staff possess a deeper understanding of the components required for a successful bottom-up approach that feeds through the school. Thus, helping to develop independent, resilient learners where knowledge and skills are embedded.

The development of spoken language underpins all 7 areas of learning and consistently runs through planning with the utmost importance. Furthermore, interactions between child and adult model positive interactions and help develop vocabulary and enhance the language rich provision. Carefully thought out role play activities provide many opportunities to develop speaking and listening and interactions through communication. Continuous repetition of correct spoken language is key to successful language development. The more children are immersed in a world of vocabulary, the more language they will acquire with correct pronunciation.

Staff Development

The quality of teaching from teachers and support staff is exemplary. Through productive reflection, staff quickly identify the different rates at which the children are developing and adjust practice appropriately with carefully planned interventions to allow for progress for all children. Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons which effectively build on develop on previously learned skills.

Ongoing quality CPD ensures practitioners are highly skilled and knowledgeable in all areas of child development and the Early Years framework.

- **Briefings on the revised EYFS framework**
- **Assessment training**
- **Reception Baseline training**
- **EYFS network update meetings**
- **Read Write Inc revised training**
- **Training Opportunities from DfE**
- **Curriculum updates**
- **National College training courses**
- **Cultural Capital in the EYFS**
- **Subject Leaders and the EYFS**

- **Paediatric first aid training**

Assessment procedures are highly accurate, and staff make use of a wide range of information to ensure that skills on entry are assessed thoroughly and effectively. On-going formative assessment enables all practitioners have a clear picture of children's interests and level of achievements allowing for the planning of learning experiences drawing on the knowledge of every child. Both internal and external moderation systems are robust and result in a high level of consistency of judgements

Children demonstrate independent and safe learning behaviours and are keen to take part in their learning. This is as a result of the clear structures and adult guidance embedded in daily practice. Children are able to demonstrate an understanding of right and wrong, learn to manage their own feelings and behaviours and grow into self-regulating adults as a result of the skilled intervention of adults. Children with specific needs are catered for effectively in partnership with their parents/carers and relevant external agencies.

The provision within our setting is key to successful Implementation and Impact. All practitioners know their environment well and have a clear vision as to what is set up across the setting and the all-important reasons why. Areas of provision are carefully planned as a team and always with the children's interests in mind. We believe it is important to involve the children in the planning of some of our areas. When setting up the environments, it is always with a good understanding of where our children are in their journey through the checkpoints and how each and every activity/area will impact the children's development. Most importantly, it must allow for the development of spoken language. The indoor and outdoor environments effectively support learning and staff skilfully plan outdoor area activities to support children's' physical development with an emphasis on gross motor skills and movement. They are well-organised and stimulating with children's safety of paramount importance.

Impact

One very clear indicator of successful impact within our setting is how we observe our children become confident, resilient and independent individuals. We feel a sense of pride when we witness children work together to solve their own problems and come up with solutions with their peers. What an achievement!

Children understand consequences for their actions and want to help others to become good citizens alongside keeping themselves safe and understanding how to take care of themselves. This above all highlights success in the prime areas of learning and allows for the beginning of independent learners within the specific areas and Year 1 ready. Through weekly team and planning meetings, we continuously see the progress that has been made and quickly address any areas that require immediate attention. This allows us to see the positive impact the curriculum is having on all children and implement any changes required.

Observations, as well as time spent with children during provision, clearly demonstrates to staff that the composites and components have been appropriate and successful in supporting children in achieving their assessment checkpoints. Spending time in role play with the children is extremely effective in offering children opportunities to showcase their knowledge and skills and for practitioners to see the impact and outcomes for all. During free play, children demonstrate their ability to be independent and show how their learning is embedded. The instant joy of observing children in conversation involving positive interactions and demonstrating the ability to communicate effectively immediately informs us that impact is evident. When we hear children using a wider range of vocabulary and speaking in a more mature and detailed fashion, it quickly tells us that language and communication is being effectively embedded and consolidated.

During weekly team meeting, where all EY staff attend, we discuss the progress of the children and moderate each other's judgments against the framework. By continuously having conversation on where our children are and what interventions are required, we can see instant impact. We also network with partnership schools to further ensure the accuracy of our judgements.

Attending EYFS update meetings with our LA Advisor is very useful in keeping staff informed and ensuring the best outcomes for our children. It supports us in evaluating our practice and continuously making positive improvements to our practice and provision. As a team, we have regular contact with the advisor to quality ensure or plans in updating or curriculum to quality provision for a successful impact.

Our children are the heart of the early years setting and the curriculum that we believe in is designed to suit the needs of our early years family. It is important to us that we know our children - their likes and dislikes, needs and successes and that we spark a love of learning as they continue their journey through school.