Early Years Foundation Stage

(EYFS)

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What is the EYFS?

The Early Years Foundation Stage (EYFS) covers the first stage of a child's education from birth to five years old. It sets the standards to ensure that all children learn and develop in addition to keeping them safe and healthy.

All schools and Ofsted registered early years providers in England must follow the Statutory Framework for the Early Years Foundation Stage.

Included in the EYFS are the **seven Areas of Learning**. They are:

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

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

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Introduction

At St Jude's Pre-School, our curriculum is built on a firm foundation of child development, with children's interests at the centre of all we do.

We appreciate that every child develops at a different rate and our planning allows us to personalise and develop each child's learning journey.

Our environment is designed to enable high-quality play and discovery, allowing the children time to create and explore their own ideas, supported through high quality questioning and rich discussions with highly trained and experienced adults.

Our children have access to both indoor and outdoor learning environments, with opportunities covering all areas of learning and development.

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EYFS Curriculum

Children make progress in their learning and development through a *play based Curriculum* where the adults carefully guide children to gain new knowledge and understanding.

Staff create a balance between adult led and child initiated learning. Planning is done both in advance and 'in the moment' in response to children's needs and interests. Staff observe what the children are doing, assess what their next steps are and plan to support them in their learning and development. They do this using 'teachable moments' throughout the day through high quality interactions. Staff support children by enhancing activities, sharing ideas and information, teaching new vocabulary and by modelling a skill. They do this on a 1:1 or in small or large groups.

Some teaching and learning will be recorded on Tapestry which is an online system that records the children's learning journey. Some photographs and pieces of work will be displayed in the environment so that children can revisit their learning.

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Aspirations

At St Jude's Pre-School we have five aspirations that we want children to achieve before they leave pre-school:

1. To settle in and develop independence.
2. To take turns to speak and listen, responding to questions.
3. To name and express their feelings and emotions.
4. To know and be familiar with 5-8 nursery rhymes.
5. To know how to use tools and equipment safely, whilst gaining control.

The children take part in a range of activities to achieve the aspirations whilst being taught a wide curriculum focussing on the seven areas of learning and development.

The children will achieve greater depth in their learning and development to exceed the above expectations.

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St Jude's Pre-School Curriculum

Aspiration 1: To settle in and develop independence.

By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:

- Show some resilience and perseverance in the face of challenges.
- Independently come in to pre-school and complete daily tasks.
- Make independent choices during continuous provision.
- Put their coats/shoes on and take them off, sometimes with support.

We plan for children to exceed the above expectations.

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Aspiration 2: To take turns to speak and listen, responding to questions.

By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:

- Use speech to communicate meaning.
- Respond to a range of questions.
- Take turns to speak and listen.
- Understand words and phrases in context.
- Use talk in their play.

We plan for children to exceed the above expectations.

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Aspiration 3: To name and express their feelings and emotions.

By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:

- Name and express their feelings and emotions.
- Self-regulate with some understanding of causes and consequences.
- Know behaviour rules and expectations, expressing this through words and/or behaviour.

We plan for children to exceed the above expectations.

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Aspiration 4: To know and be familiar with 5-8 nursery rhymes.

By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:

- Know and be familiar with 5-8 nursery rhymes.
- Actively join in with poems from the Poetry Basket using words and/or actions.
- Finish a rhyme when asked.

We plan for children to exceed the above expectations.

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Aspiration 5: To know how to use tools and equipment safely, whilst gaining control.

<u>By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:</u>

- Use one-handed tools and equipment with increasing control such as scissors.
- Know how to use tools and equipment safely whilst developing core strength and stability skills.
- Pivot from the shoulder and elbow with control, developing some control in the wrist and fingers.

We plan for children to exceed the above expectations.

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St Jude's Pre-School Curriculum

In addition to the aspirations, we plan a mathematics curriculum. Our overall aim is: To develop good number sense relating to numbers 1-5.

By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:

- Subitise up to three objects.
- Recite numbers from 1-10.
- Show an understanding of the cardinal aspect of number.
- Make comparisons between objects relating to shape, weight and measure.

We plan for children to exceed the above expectations.

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St Jude's Pre-School Curriculum

In addition to the aspirations, we plan for children to develop an 'Understanding the World' -To take part in a wide range of activities to explore different cultures, religions and environments.

<u>By the end of the final term in pre-school, it is our aim that all children will be able to achieve the following:</u>

- Know where they live.
- Plant seeds and bulbs to observe growth, decay and changes over time.
- Explore the roles people have and learn about different occupations.
- Take part in a wide range of activities to explore different cultures and religions.

We plan for children to exceed the above expectations.

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Communication and Language Skills

- Children will be supported in building up vocabulary by increasing the number of words they know and can use.
- Conversations between adults and children are encouraged and between children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.

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Reading Stories

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practiced by them regularly. Children enjoy ‘reading’ by telling stories using the pictures in books or from memory.
- Children are encouraged to use story ideas in their play.

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Healthy Choices

- Staff teach children the importance of brushing their teeth.
- Staff focus on helping children to understand which choices to make that will help them to be healthy, i.e. which foods to eat and why. Getting into good routines from a young age is important as these often continue into adult life.

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Characteristics of Effective Teaching and Learning

- The Characteristics of Effective Teaching and Learning are a key element in the Early Years Foundation Stage. The focus is on how children learn rather than what they learn i.e. process over outcome.

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

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Assessment

Our main method of assessment is through observation. We use our observations of children to determine what their next steps are and plan to ensure we are meeting these individual needs within the environment, offering challenges when required.

Key Person

Each key person will write observations on their key children to show some of the learning that has occurred. This will be put on Tapestry for parents to view. If we have concerns throughout the year, these will be discussed with parents.

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Note for Parents

We hope that you have a better understanding of the Early Years Foundation Stage.

In addition to providing an outstanding level of education, we place a high priority on the well-being and care of the children at St Jude's Pre-School.

Should you have any questions, we will be happy to answer them.

Mrs Cantillon, Mrs Breakwell, Mrs Holland and Miss Keir.

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Mrs Cantillon
Mrs Breakwell
Mrs Holland
Miss Keir
Any questions, please ask!
Mrs Cantillon
Pre-School Manager