

EYFS OVERVIEW AT CLAYTON-LE-WOODS

The EYFS stands for the Early Years Foundation Stage. This is the statutory framework from birth to 5.

Within EYFS, there are 4 overarching principles: The Unique Child, Enabling Environments, Positive Relationships, and Learning & Development.

The EYFS is split into 7 areas: 3 prime areas (Communication and Language, Physical Development, Personal Social and Emotional Development) and 4 specific areas (Literacy, Mathematics, Expressive Arts and Design, Understanding the World). The specific areas are underpinned by the prime areas.

By the end of EYFS (end of Reception year) children should be achieving the statutory Early Learning Goals (ELGs), which ensures their readiness to begin Year 1.

PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

What do we do at CLW?

- Weekly PE lessons in Pre-School and Reception.
- Daily opportunities to develop fine and gross motor skills in the indoor and outdoor classroom.
- Malleable and Funky Fingers areas to strengthen fine-motor skills
- Different sports experienced in our outdoor classroom on a weekly basis, from tennis to football, basketball and hockey to name a few!
- Weekly Welly Wednesday sessions to foster a love of learning for the outdoors and explore our natural world.
- Cultural Capital opportunities including our EYFS Dance-a-thon, RE PAUSE day and army bootcamp.

COMMUNICATION AND LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

What do we do at CLW?

- Daily carpet time to develop our listening, discussion, oracy and conversation skills.
- We regularly sing songs to extend our rhythm and rhyme skills and develop our own favourites (individual liberty)
- Adult led Topic sessions discreetly teach vocabulary and explore the meaning of NEW words.
- Daily Phonics sessions to support our communication, language and understanding of spoken sentences.
- Many opportunities to develop communication and language skills whilst in our provision with high-quality interactions with others.
- Helicopter Stories where we explore story telling through descriptive and imaginative language.
- Cultural Capital opportunities include, but are not limited to: Candlelight Church service, Nativity performances, Graduation & Dilemma Drops (PSHE).

PERSONAL SOCIAL EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

What do we do at CLW?

- Dialogue with familiar adults helps us to develop our self regulation, empathy, compassion, respect and social skills.
- Daily brain break time helps us to incorporate mindfulness into our everyday routine and learn strategies such as happy breathing to help us regulate our emotions.
- Weekly PSHE sessions have a positive impact on our mental health by teaching us about a range of subjects in a gentle, child friendly way (OneDecision - Dilemma Drops).
- Soft landings after periods of transition.
- Open door policy with clear communication.

LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

What do we do at CLW?

- Daily name writing with 4 Phonics sessions in a week.
- In Reception, daily 'Get Writing' sessions that focus on the themes covered, and underpin the Phonics learnt.
- In EYFS, daily whole-class story time that incorporate Pie Corbett's reading spine books and Topic books which are always high-quality texts.
- In Reception, children read their reading books a minimum of once a week in class. Reading books are changed weekly. In EYFS, children also choose a lending library book (reading for pleasure) to take home. These are changed weekly.
- Termly reading mornings where families can come and share stories with their child in school.
- Helicopter Stories (which encourages creative story telling and story acting) is explored twice a week in EYFS.

MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

What do we do at CLW?

- Daily discreet Maths sessions across EYFS using Mastering Number inputs and White Rose Maths.
- Weekly Maths activities (adult-led in groups) that are evidenced in Maths books/Seesaw class pages.
- Mathematical language and questioning is used throughout the school day to develop and extend children's mathematical knowledge, understanding and reasoning skills.
- In EYFS we are developing our mathematical skills all of the time in continuous provision e.g. sand area, water area, large construction, malleable and workshop.

EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

What do we do at CLW?

- Many areas within continuous provision are planned to develop art, design, drama and creativity skills, e.g. small world area, construction area, role-play area/home corner, workshop area and painting.
- Helicopter Stories are taught twice a week in EYFS to foster a love of creative story telling and story acting.
- Daily singing time in Pre-School and Reception.
- Opportunities to develop Expressive Arts and Design skills through Topic sessions and Welly Wednesday.
- Performing our Christmas Nativity and singing during our Candelight Service.
- We focus on different artists throughout the year to extend our artistic and cultural awareness, e.g. British sculptor Andy Goldsworthy (natural self-portraits) and Yusuke Asai (Japanese artist - mud paintings)

UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

What do we do at CLW?

- We develop Understanding the World knowledge and skills through weekly Topic sessions and Welly Wednesday input.
- We provide many cultural capital opportunities throughout the year e.g. Black History month, exploring the local area, and having 'real life superheroes' visit us in school.
- Weekly RE sessions – (Pre-School use Questful RE and Reception use a combination of Questful RE and Understanding Christianity).
- In EYFS, many areas within continuous provision are planned to help children learn more about the world and how we can make a positive impact.

BRITISH VALUES

All schools have a duty to 'actively promote' the fundamental British values of:

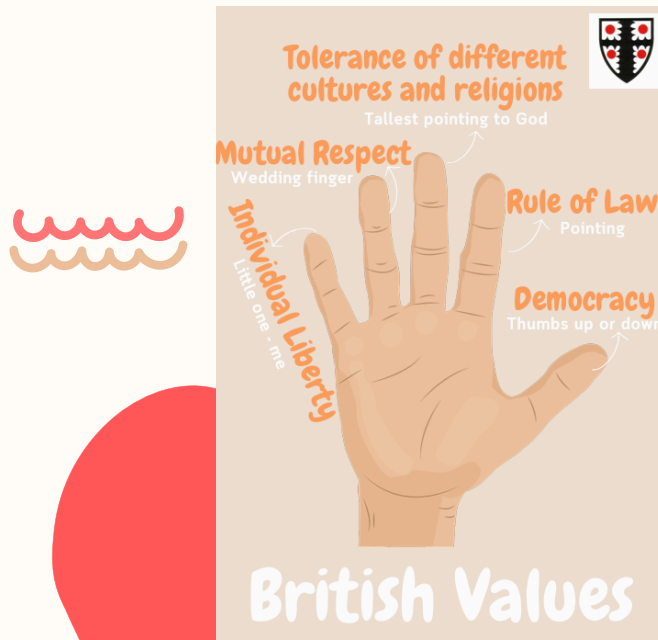
- **Democracy,**
- **The rule of law**
- **Individual liberty,**
- **Mutual respect and tolerance of those with different faiths and beliefs.**

These values were first set out by the government in the 'Prevent' strategy in 2011. Initially, schools were required to 'respect' these values, but since 2014, all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

Fundamental British values underpin what it is to be a citizen in a modern and diverse Britain, valuing our community and celebrating diversity of the UK. Fundamental British values are not exclusive to being British and are shared by other democratic countries. Across school, we use the hand model to refer to each of the British Values. These are displayed across school (see below).

In EYFS, we learn about the 5 British Values over the course of the year.

- Autumn 1 - Rule of Law**
- Autumn 2 - Mutual Respect**
- Spring 1 - Mutual Tolerance**
- Spring 2 - Individual Liberty**
- Summer 1 - Democracy**
- Summer 2 - Recap all British Values**



CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING (COEL)

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: playing and exploring – children investigate and experience things, and 'have a go' active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

What do we do at CLW?

- Our bespoke curriculum has been designed to maximise children's opportunities to introduce, develop and embed the characteristics of effective teaching and learning.
- Everything we do underpins COEL, which is reflected in the continuous provision in both classrooms and in our outdoor classroom, in addition to the teaching inputs we deliver, the group work planned and many cultural capital opportunities that we offer here at CLW.

WANT TO KNOW MORE...

If you would like to find out more about our bespoke EYFS curriculum, please do not hesitate to contact a member of our teaching team. We are always happy to discuss how our curriculum supports each child's learning and development, answer any questions you may have and provide further information about our approach to early years education.

Whether you are seeking details about specific areas of learning, daily routines, or how we tailor experiences to meet individual needs, our team will be pleased to assist and guide you through any queries you may have.

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