

Early Years Foundation Stage (EYFS)

Here at Burnham-on-Crouch Primary School, we pride ourselves on our outstanding Early Years provision. A child starting school can be a daunting experience for parents, carers and children, so our experienced staff ensure the process is a positive and happy one. This is the first stage of your child's learning journey, so we aim to:

- Provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability achieve their full potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide inclusive experiences for all children, whatever their needs.

We use the Early Years Foundation Stage Statutory Framework (March 2017) as our base for the opportunities and provision that we provide to children in their first year of school. There is a great emphasis on learning through direct, first-hand experiences in a play-based environment. This allows children to develop the skills needed in preparation for their National Curriculum education that commences in Year 1.

The EYFS framework explains how and what children will be learning to support their healthy development and provide the foundation children need to make the most of their abilities and talents as they grow up.

Our Curriculum is based upon 7 areas of learning and these are divided into two further areas - The Prime and The Specific Areas of learning.

The Prime Areas

- **Personal, Social and Emotional Development** through which children gain confidence and self-awareness, the ability to manage their feelings and behaviour and learn about building effective relationships with others.
- **Communication and Language** through which children learn about listening, attention, understanding and speaking.
- **Physical Development** which emphasises gross and fine motor skills in moving and handling, as well as health and self-care.

The Specific Areas

- **Literacy:** Early reading and writing skills, explicit daily teaching of phonics, recognising common and irregular words, reading and understanding simple sentences and talking about what they have read; children will begin to use their phonic knowledge to build and write words and construct simple sentences.
- **Mathematics:** Based around counting reliably from 1-20, understanding number order and beginning simple addition and subtraction; children will also experience solving mathematical problems by talking about shapes, weight, capacity, time, money, halving and measuring and comparing everyday objects.
- **Understanding the world:** Enables children to base their learning on what they understand of the world around them through talking about past and present events within their own families, being aware of the differences and similarities between others and among families, communities and traditions; children will observe the differences in their environment, learn about plants and animals and talk about changes. They will also use a range of different technologies, selecting and using them for different purposes.
- **Expressive Arts and Design:** Children will sing songs and create their own music and dance. They explore a range of materials, tools and techniques to look at different colours, design and texture in their artwork and are given opportunities to be imaginative through art, music, role play and stories.

Our EYFS Topics

For this year's half termly parent overview and more information about what the children in Reception have been learning, please see the Butterfly and Elephant class pages on our website.

2020-2021 Topics

Autumn 1 - Marvellous Me
Autumn 2 - Around the World
Spring 1 - Animals
Spring 2- Seaside
Summer 1 - Fantasy
Summer 2 - Traditional Tales

Autumn Term 1		
Our Topic Our first half term is Marvellous Me. We will be looking at: - My head and clothes - Who are I and What do I look like! - My hair and I can't wash! - All about my body - Looking after my body (Healthy Lifestyle) - People who help us	Physical Development We will begin to learn to play in small groups and share a range of toys e.g. building, writing, counting, drawing, painting and playdough. Children will be able to go to the toilet independently. We will be developing our pencil control by taking part in lots of gross motor activities.	
Communication and Language We will be learning how to follow instructions, e.g. 'to get' or 'to do' an object name. Children will be developing their vocabulary through role play and through their oral of particular importance to them. We will also develop our attention and listening skills by reading stories and class.	Mathematics The children will begin to recognise numbers 0-10 and experiment with different number problems. Children will be developing their understanding of shapes, showing an awareness of properties of shapes within our environment. They will identify how many objects are in a set and begin grouping objects in a different way.	
Expressive Art and Design We will be developing our awareness by playing in with dough and clay games. We will explore how to reuse, re-purpose and bring things that are familiar to them. We will be using various construction materials and beginning to explore colour and how colours can be changed.	Understanding the World The children will be showing their awareness of people who are familiar to them. We will be talking about our lives and different and discussing what makes us unique. The children will talk about names of the people they and differences in relation to our friends or family.	

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children. The planning within the EYFS is

based around both children's interests and whole school topics and themes. These plans are used by the EYFS team as a guide for weekly planning.

Ongoing assessment is an integral part of the learning and development process. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of recorded observations, adult led activities, child selected activities and information obtained from parents. At Burnham-on-Crouch the children's Literacy and Maths skills are also monitored in their Maths and Writing folders where we gather weekly evidence to monitor their progress.

Each child's level of development is assessed against the early learning goals. Teachers will indicate whether children are meeting expected levels of development:

- Emerging - not yet reaching expected levels of development for age
- Expected - reached expected levels of development for age
- Exceeding - are achieving above the expected level of development

A Typical Day in Reception

Registration
Phonics - Read Write Inc.
Maths Lesson
Snack and Break
Literacy Lesson
Lunch and Break
Class Intervention
Daily Mile
Free-Flow
Home Time

Every day, we provide opportunities for children to come together to share their experiences and have fun. Our children are happy, proud and feel secure knowing that we celebrate their successes and value their achievements. The curriculum is centred around children's interests with a balance of child-initiated and adult-led learning.

Learning Environment

- We deliver a well-balanced learning experience, which consists of a mixture of adult-led, child-initiated and adult-enhanced provision.
- We offer a more structured learning environment during the morning where our extremely skilled teachers set up and teach to specific learning objectives through phonics, maths and literacy lessons.

- Our learning environment facilitates child-initiated play and provides children with carefully planned opportunities which allow children to explore, create and learn through exciting, stimulating, interactive and accessible resources.
- Our 'free-flow' approach in the afternoon allows children to explore the activities both inside and outside of the classroom and to independently practise the skills they have learnt during the morning.

Phonics - Early Reading

Phonics teaching and learning are a key part of the Foundation Stage and helps to develop early reading and writing skills. At Burnham-on-Crouch Primary School, we achieve this by teaching daily Read Write Inc. (RWI) lessons. This programme is a structured and systematic approach to teaching reading skill.



Please see our RWI website page for more details regarding phonics teaching at Burnham-on-Crouch.

The Induction Process

During the Summer Term prior to starting school the following September the following visits are conducted: *(Subject to change due to Covid-19 restrictions)*

- Parents and carers are invited to an induction meeting at the school where they are able to meet the Foundation Stage staff, look at the environment and experience and understand the Foundation Stage curriculum.
- Foundation staff and the Child & Family Support Worker will visit pre-school settings from which September's intake will be taken.
- Foundation stage staff work closely with pre-school settings to support a smooth transition. Assessments of the children are shared and agreed with both settings to ensure that children's learning can continue quickly and effectively.
- Each child is invited to spend two settling in sessions in school, in order to familiarise themselves with both the staff and the foundation stage environment.

During the first Autumn term, members of the Reception team offer parents/carers the opportunity for a 1:1 meeting at school/phone call where they are able to discuss their child and the stage of learning that they are currently at and any concerns/fears that they may have.

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will attend for the morning session only.
- During the second week, children will attend for the morning session and lunch only.
- During the third week and thereafter, children will attend for the full school day.

EYFS Parent/Carers Questions

If you have any questions about our school or our Early Years provision, once you have watched our virtual tour, please email our Early Years Lead shorsman@burnham-on-crouch.essex.sch.uk