

The EYFS at Hartsbourne

Statutory Framework for the EYFS (2021):

- “every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).”

Characteristics of Effective Learning (2017):

- “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 achievement;
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.”

Our four key aims (intent):

- Children to make a happy, successful transition from preschool settings to Reception.
- Children become independent learners who are motivated, try their best, and do not fear mistakes.
- Children have good communication and language skills enabling them to establish and maintain positive social relationships.
- Children make the best possible progress from their individual starting point and achieve their potential.



Implementation of Our Four Key Aims

Children to make a happy, successful transition from preschool settings to Reception:

- Opportunities for teachers to visit chn in their preschool settings wherever possible.
- Parent information meeting in June prior to starting school; 'All About Me' booklets.
- Chn make transition visit; identify chn who may need additional visits.
- Short, but staggered entry to ensure opportunities to spend time with each child in a small group is utilised.
- Regular communication with parents throughout the year.

Children become independent learners who are motivated, try their best, and do not fear mistakes:

- Establish a learning environment that is accessible and enables chn to access resources that will support them and move their own learning forward.
- Spend time teaching routines and skills to ensure chn can access each area of the classroom independently, using and tidying materials without support.
- Gain information about chns experiences, interests and needs, in order to plan flexible curriculum opportunities that are motivating and engaging for all chn.
- Mistakes are 'normalised' and chn know that they are an opportunity for further learning to take place.

Children have good communication and language skills enabling them to establish and maintain positive social relationships:

- Chn work within small, mixed-ability 'social groups' that enable them to develop relationships with a range of different peers, and a familiar adult.
- Specifically teach, and regularly review, vocabulary and strategies to manage individual emotions, support their peers, and manage conflict, both in whole-class and small group discussion, as well as 'in the moment', e.g. Kelso's choices, Z of R.
- Behaviour management strategies focus on the positive; both individual and collaborative.

Children make the best possible progress from their individual starting point and achieve their potential:

- Conduct a rigorous, observation-based baseline assessment within the first three weeks of term; all staff contribute.
- Carry out continual assessment and track chns progress at regular points throughout the year, ensuring appropriate intervention is put in place to close any gaps wherever appropriate,
- Identify chn who may be considered to be part of a vulnerable group, e.g. PPG, SPPG, EAL etc, and ensure these chn are making the same, or better, progress than their peers.

The EYFS Curriculum

Prime Areas

Communication and language (CL): spoken language underpins all seven areas of the curriculum; quality conversations with adults and their peers is crucial; adults comment on and extend children's vocabulary; reading frequently (fiction, non-fiction, poems and rhymes); children share their ideas through conversations, storytelling and role play where sensitive adults encourage children to elaborate and extend their thinking.



Personal, social and emotional development (PSED): PSED is essential for children to lead happy, healthy lives; strong, warm relationships underpin children's attachment; children are supported to manage their emotions, develop a sense of self, set simple goals, have confidence in their own abilities, persist and wait for what they want, and learn how to direct their attention; adults model how to look after their bodies through healthy eating and managing personal hygiene independently; children learn how to negotiate and resolve conflicts with their peers.




Physical development (PD): physical ability is essential for all-round health; gross and fine motor skills develop incrementally; play opportunities allow children to develop their core strength, stability, balance, spatial awareness, coordination and agility; fine motor control helps with hand-eye coordination; children develop proficiency, control and confidence.




The EYFS Curriculum

Specific Areas



Literacy (L): It is crucial for children to develop a life-long love of reading. Language comprehension starts from birth; it only develops when adults talk with children about the world around them and the books 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).

Understanding the world (UW): Understanding the world involves guiding children to make sense of their physical world and their community. The range of children's personal experiences increases their knowledge and sense of the world around them. 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. Enriching and widening children's vocabulary will support later reading comprehension.



Mathematics (M): Strong grounding in number is essential for children to 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. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. The curriculum should include rich opportunities for children to develop spatial reasoning skills across all areas including shape, space and measures. Children need to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Expressive arts and design (EAD): The development of children's artistic and cultural awareness supports their imagination and creativity. 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.

The Importance of Play

Play underpins the EYFS, as well as all aspects of learning and children's development. Through play, children develop their language skills, understanding of emotions, their creativity, and their academic skills. For most children, play is natural and spontaneous.

Play takes place indoors and outdoors, and through these different environments, children explore and discover the world around them. They practise new skills and try out new ideas. They take risks and develop their imagination. They solve problems both by themselves and with others.

Through play, children's confidence, self-awareness and self-esteem all develop; they learn to persevere and to keep trying until they reach a satisfactory outcome. Children learn what they can do, and with support, what they will be able to do in the future.

Play lays the foundations for more formal learning. During early childhood, significant brain development occurs and without play there can be long-term negative consequences for a child's physical and cognitive development, as well as mental health.

The environment plays a huge role in enabling high-quality play-based experiences. This should be carefully planned to reflect the needs and experiences of the cohort and build upon children's starting points.

Our EYFS Environment

Be practical, hands on, motivating and engaging.

Provide opportunities to mark make in every area, inside and outside.

Be as open-ended as possible; fewer resources for many purposes.

Provide opportunities to develop both gross and fine motor skills.

Reflect the changing interests of the children, with adults responding 'in the moment' to move learning forward.

We plan environment to...

Be well organised, tidy and allow children to easily access the resources on offer.

Stimulate children's imagination.

Offer spaces for larger social gathering, as well as small, quiet retreat.

Be developmentally appropriate and adaptable to meet changing needs.

Reflect the lives of the cohort and allow every child to 'see themselves' in the resources on offer.



The Role of the Adult



The importance of talk - the adult as communicator:

Children are highly effective communicators; they need adults in the EYFS to be tuned into their talk and respond in sensitive ways, listening, modelling back and introducing new vocabulary. Adults in the EYFS need to respond to children in the context of their play, without outside agenda, meeting them at their point of enjoyment and involvement.

The environment - the adult as provider:

At Hartsbourne, the open-ended nature of the EYFS classroom allows adults to respond to the needs, interests and circumstances of the children. The layout of the classroom allows opportunities for children to engage in larger group, and paired, play. The resources that adults make available can be changed 'in the moment' to reflect an observation of a particular interest or pattern of play. The 'provocations' that adults might set up aim to spark interest, discussion, and move children forward in their thinking.

Watch, wait and wonder - the adult as observer:

Adults in the EYFS spend periods of time observing children play; this process of observation should enable adults to know children really well, both in terms of where they are developmentally, but also what they like, dislike, their interests and what they might like to learn about next. Making a record observations can provide a 'journal' of experiences, but also support adults to consider what activities to plan for next in order to motivate and move children's learning forward.

How? What? Where? Why? When? Who? - the adults role as inquisitor!

The questions we ask as adults have the power to stop play and learning in its tracks, or enrich, empower and encourage children to become children to become independent learners. At Hartsbourne, we focus on using open-ended questioning to allow children to 'take charge', encourage creative thinking and stimulate richer language use.

High Quality Core Texts for Reception

Autumn

Elmer - David McKee
Kipper's Birthday - Mick Inkpen
Brown Bear, Brown Bear - Eric Carle
Dear Zoo - Rod Campbell
Can't You Sleep Little Bear - Martin Waddell
Owl Babies - Martin Waddell
Oliver's Vegetables - Vivian French
Pants - Nick Sharratt
Astro Girl - Ken Wilson-Max
Each Peach Pear Plum - Janet and Allan Ahlberg
Hairy Maclary - Lynley Dodd
Handa's Surprise - Eileen Brown
The Train Ride - June Crebbin
The Gruffalo - Julia Donaldson
Stickman - Julia Donaldson
The Colour Monster - Anna Llenas
The Tiger Who Came to Tea - Judith Kerr

Spring

We're Going on a Bear Hunt - Michael Rosen
Oi Frog - Kes Gray and Jim Field
Our House - Michael Rosen
Titch - Pat Hutchins
Shark in the Park - Nick Sharratt
All Join In - Quentin Blake
Catch That Chicken - Atinuke
Dinosaur Roar - Paul and Henrietta Strickland
Avocado Baby - John Burningham
Around the Table That Grandad Built - Melanie Heuiser-Hill
Happy in Our Skin - Fran Manushkin
Billie and the Beast - Nadia Shireen
A Squash and a Squeeze - Julia Donaldson
The Enormous Turnip - Irene Yates
How to Catch a Star - Oliver Jeffers
Peace at Last - Jill Murphy

Summer

Jasper's Beanstalk - Mick Inkpen
Rosie's Walk - Pat Hutchins
The Naughty Bus - Jan and Jerry Oke
The Train Ride - June Crebbin
The Very Hungry Caterpillar - Eric Carle
Mr Gumpy's Outing - John Burningham
Errol's Garden - Gillian Hibbs
My Daddies - Gareth Peter
Down by the Station - Jess Stockham
Driving My Tractor - Jan Dobbins
Don't Let the Pigeon Drive the Bus - Mo Willems
The Extraordinary Gardener - Sam Boughton
There's a Monster in Your Book - Tom Fletcher
Do You Love Bugs - Matt Robertson
Super Duper You - Sophy Henn
Supertato - Sue Hendra

PSED/PSHE: Sequence of Teaching (Jigsaw)



Autumn 1: Being Me in My World

Self-identity
Understanding feelings
Being in a classroom
Being gentle
Rights and responsibilities

Spring 1: Dreams and Goals

Challenges
Perseverance
Goal-setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

Summer 1: Relationships

Family life
Friendships
Breaking friendships
Falling out
Dealing with bullying
Being a good friend

Autumn 2: Celebrating

Difference
Identifying talents
Being special
Families
Making friends
Standing up for yourself

Spring 2: Healthy Me

Exercising bodies
Physical activities
Healthy food
Sleep
Keeping clean
Safety

Summer 2: Changing Me

Bodies
Respecting my body
Growing up
Growth and change
Fun and fears
Celebrations

Physical Development

Develop a range of fundamental movement skills, e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.

Develop overall body strength, coordination, balance and agility needed to engage with future physical activity, e.g. dance, gym, sport, swimming.

Develop greater fluency and control of movement; combine movements.

During the Reception Year

Confidently and safely use large and small apparatus.

Use core muscle strength to achieve good posture when sitting on the floor or at a table.

Develop fine motor skills so they can use a range of tools, e.g. pencil, paintbrush, pen, chalk, scissors, cutlery etc.

Develop and refine a range of ball skills, e.g. throwing, catching, kicking, passing, batting and aiming.

Develop the foundations of a handwriting style that is fast, accurate and efficient.

Know about factors to support overall wellbeing, e.g. activity, eating, dental health, sleep, screen time, and road safety.

Physical Development: PE Provision

Autumn 1: Gymnastics

Movement and balance

Spring 1: Dance

Responding to different kinds of music

Summer 1: Games

Catching and throwing

Autumn 2: Skill development

Throwing and catching

Spring 2: Athletics

Running and jumping

Summer 2: Athletics

Sports day practice



Phonics: Sequence of Teaching (Jolly Phonics)



Autumn

Week 1: s, a, t, i

Week 2: p, n, c, k

Week 3: e, h, r, m

Week 4: d, g, o, u

Week 5: Blending to read four letter words with sets 1-3; Reading & spelling tricky words (l, the, he, she, me)

Week 6: l, f, b

Week 7: ai, j, oa, ie

Week 8: ee, or, z, w

Week 9: ng, v, y, x

Week 10: oo, oo, ch

Week 11: sh, th/th, qu

Week 12: Reading & writing words with sets 1-6

Week 13: Consolidation & assessment; application of tricky words 1-5.

Sets
1-3

Sets
4-6

Spring

Week 1: ou, oi, ue

Week 2: er, ar, ck

Week 3: Reading & writing words with sets 1-7

Week 4: Reading & spelling tricky words (we, be, was, to, do)

Week 5: Consolidation & assessment; application of tricky words 6-10.

Week 6: Reading & spelling tricky words (are, all, you, your, come)

Week 7: Introduce capital letters (following alphabet)

Week 8 - 10: Reading & writing short sentences with sets 1-7 plus tricky words 5-15

Week 11: Consolidation & assessment

Set 7

Summer

Week 1: Reading & spelling tricky words (some, said, here, there, they).

Week 2: Reading & spelling tricky words (go, no, so, my, one).

Week 3: ai, ay, a-e

Week 4: ee, ea

Week 5: Consolidation & assessment

Week 6: ie, igh, i-e

Week 7: oa, ow, o-e

Week 8: ue, ew, u-e

Week 9: er, ir, ur

Week 10: or, au, aw

Week 11: oi, oy

Week 12: ou, ow

Week 13: Final assessment

alternatives

Maths: Sequence of Teaching (HfL Essentials)

Autumn

- Week 1: Recognise numbers to 5, linking their names to their value (LS1)
- Week 2: Subtise (recognise quantities without counting) up to 5 (LS1)
- Week 3: Count reliably using number names in order and with one-to-one correspondence (up to 10) (LS2)
- Week 4: Count reliably using number names in order and with one-to-one correspondence (up to 10) (LS2)
- Week 5: Compare items by length (LS3)
- Week 6: Compare items by weight (LS3)
- Week 7: Notice, describe and extend repeating patterns (including 2D shapes) (LS4)
- Week 8: Compare and classify objects using a criteria and own ideas (LS5)
- Week 9: Compare the amount within groups after classification (LS5)
- Week 10: Accurately count a set of items and give the value of the set (up to 10) (LS6)
- Week 11: Accurately count a set of items and compare this to the amount in other sets (more and less) (LS6)
- Week 12: Use counting to compare and find a precise numerical difference in wide and varied contexts (counting to compare totals) (LS7)

Spring

- Week 1: Use counting to compare and find a precise numerical difference in wide and varied contexts (count forwards to identify a difference) (LS7)
- Week 2: Use counting to compare and find a precise numerical difference in wide and varied contexts (count backwards to identify a difference) (LS7)
- Week 3: Develop spatial thinking and spatial language linked to position and direction (LS8)
- Week 4: Know the position of numbers and their relationship to other numbers (representing numbers to 10 practically) (LS9)
- Week 5: Know the position of numbers and their relationship to other numbers (1 more, 1 less) (LS9)
- Week 6: Know the position of numbers and their relationship to other numbers (estimate relative position using benchmark numbers) (LS9)
- Week 7: Have a deep understanding of the numbers to 10 (identify parts in a whole) (LS10)
- Week 8: Have a deep understanding of the numbers to 10 (identify the whole can be broken into many parts) (LS10)
- Week 9: Have automatic recall of numbers to 5 and know some bonds to 10 (LS10)
- Week 10: Have automatic recall of numbers to 5 and know some bonds to 10 (LS10)
- Week 11: Have a deep understanding of the numbers to 10 (regrouping subisable parts and counting to find the total - addition) (LS11)

Summer

- Week 1: Have automatic recall of numbers to 5 and know some bonds to 10 (regrouping different combinations can make the same whole) (LS11)
- Week 2: Have a deep understanding of the numbers to 10 (counting on from either part makes the same whole) (LS11)
- Week 3: Have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts (finding the missing whole) (LS12)
- Week 4: Have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts (finding the missing part) (LS12)
- Week 5: Have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts (finding the missing part - how many more) (LS12)
- Week 6: Begin to count confidently beyond 10, recognising patterns in the counting system (making 10 and some more) (LS13)
- Week 7: Begin to count confidently beyond 10, recognising patterns in the counting system (making 10 and some more and writing them) (LS13)
- Week 8: Begin to count confidently beyond 10, recognising patterns in the counting system (Finding one more and one less) (LS13)
- Week 9: Explore and represent patterns within 10, including doubling and halving (LS14)
- Week 10: To begin to understand why some numbers and quantities can be described as odd or even (sharing) (LS15)
- Week 11: To begin to understand why some numbers and quantities can be described as odd or even (recognising odd and even in mathematical models) (LS15)



Assessment in the EYFS



Ongoing Assessments

Assessments in the EYFS are ongoing and observational; during child-initiated and adult-directed tasks, adults monitor children's progress, thinking about next steps and how to move learning forward.

Resources to support ongoing assessments



Working with the Revised Early Years Foundation Stage: Principles into Practice

By Julian Grenier

Birth to 5 Matters: Guidance for the sector, by the sector
Early Years Coalition

Development Matters: Non-statutory curriculum guidance for the early years foundation stage

Department for Education

Key points in learning and examples of children's work will be recorded on Tapestry (online learning journal) and regularly reviewed by class teachers throughout the year; these will be made available to parents at the end of each half-term.

The Early Learning Goals

Communication and Language (CL)

ELG01: Listening, attention and understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



ELG02: Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

The Early Learning Goals

Personal, social and emotional development (PSED)

ELG03: Self-regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



ELG04: Managing self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG05: Building relationships:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

The Early Learning Goals

Literacy (L)

ELG08: Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG09: Word reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG10: Writing:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



The Early Learning Goals

Mathematics (M)

ELG11: Number:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG12: Numerical patterns:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



The Early Learning Goals

Understanding the World (UW)

ELG13: Past and present:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG15: The natural world:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG14: People, culture and communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



The Early Learning Goals

Expressive Arts and Design (EAD)

ELG16: Creating with materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG17: Being imaginative and expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

