Early Years Foundation Stage (EYFS)

We believe our children’s first experience of school forms the foundation from which all learning behaviours and attitudes begin. Therefore it is crucial that children and families feel confident, safe and secure in the knowledge that we provide learning experiences with the highest of expectations which engage and excite our children.

The EYFS curriculum ensures children develop across the Prime and Specific areas of learning which include both the social and emotional aspects of learning as well as more academic areas (see overview).

We believe children have a ‘window of opportunity’ during the early stages of learning and it is our role to ensure every opportunity is available to embed the basics skills of reading, writing and maths. This commitment is reflected through quality teaching and responses to children’s needs. The children take part in weekly Forest School activities, which are carefully planned to develop all areas of learning, as well as risk taking.  This takes place in our extensive grounds and is very popular. All children have learning diaries, which practitioners use to record all learning achievements.  These are shared electronically with parents every month to ensure strong links with home and school learning.

Our close partnership with families and nurseries allow us to reflect upon our practise and gain an understanding of where our children begin as well as giving us an insight into what will ‘make learning irresistible’ to them. This allows us to start the reception year with learning experiences which interest and challenge our children. As a child what do you remember? We aim to make learning as purposeful and memorable as possible!

The EYFS have their own curriculum which was changed by the DfE for the start of 2012. It is partly teacher-led and partly child-initiated.  The framework is divided into different sections

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| **Playing and exploring – engagement**  **Finding out and exploring**  **Playing with what they know**  **Being willing to ‘have a go’** |
| **Active learning – motivation**  **Being involved and concentrating**  **Keeping trying**  **Enjoying achieving what they set out to do** |
| **Creating and thinking critically – thinking**  **Having their own ideas**  **Making links**  **Choosing ways to do thing** |

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| **Prime Areas** |  |
| **Personal, Social and**  **Emotional Development** | Making relationships |
| Self-confidence and self-awareness |
| Managing feelings and behaviour |
| **Physical Development** | Moving and handling |
| Health and self-care |
| **Communication and Language** | Listening and attention |
| Understanding |
| Speaking |

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| **Specific Areas** |  |
| **Literacy** | Reading |
| Writing |
| **Mathematics** | Numbers |
| Space, shape and measure |
| **Understanding the World** | People and communities |
| The world |
| Technology |