**Early Years Foundation Stage at Belfield**



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| **Our Vision for EYFS**  We aim to provide a safe, nurturing and stimulating environment for children to learn and play together. We want to develop children who are kind, considerate, respectful and welcoming of all cultures.  We want a curriculum full of inspiring experiences to support, challenge and develop young excited learners. Play is an integral part of learning and children will have continuous opportunities to play and explore both inside and outside, supported by well-trained staff.  Speech and Language is a key focus as we aim to support all children to be confident talkers. We start teaching the children to love and share books and begin the essential work of phonics using Little Wandle, building on pre-phonics teaching in nursery.  We pride ourselves on the work we do with parents and celebrate the vital work that parents do to support their child’s leaning. We aim to develop a collaborative community where everyone’s input into the child is valued.  We see the Nursery and Reception classes as an integral part of our school. Learning both inside and outside is planned so that knowledge and skills gained in EYFS become the firm foundations that can be developed through out school. | | **Content and Sequencing**  The EYFS sets the standards that all early years’ providers must meet to ensure that children learn and develop well and keep healthy and safe.  We use development matters to support sequencing of the curriculum throughout EYFS.  We have a topic title for each half term. We detail the key learning under each of the 7 areas of learning and development (3 **prime** and 4 specific) and we ensure all 17 ELG are covered by the end of FS.  The plans in reception are built on the plan from nursery. The seven areas of learning are linked to specific subject areas that will be developed through the curriculum in KS1/2  The seven areas of learning are detailed below.   * **Communication and Language** (Listening attention and understanding, speaking) * **Personal Social Emotional Development** (Self-Regulation; Managing Self; Building Relationships) * **Physical Development** (GM FM) * Literacy (Comp Word Reading, Writing) * Mathematics (Number, Numerical Patterns) * Understanding the World (Past and present, People culture and communities, Natural World) * Expressive arts and design (creating with materials, being imaginative and expressive)   We have a set of books and rhymes that we want the children to be familiar with before they leave FS  Special events, festivals and celebrations are planned throughout the year.  We have 10 special books to share a term and we teach reading using Little Wandle and Letters and Sounds pre-phonics teaching.  Overview of topics:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Aut 1 | Aut 2 | Spr1 | Spr2 | Sum 1 | Sum 2 | | Nursery | Brilliant Beginnings at Belfield | Awesome Autumn | Winter Wonderlands | Spring surprises | Mini beast madness | Amazing animals  Sea/Jungle | | Reception | Magical Me | Cooler and Carker | Fact and fantasy | A blast from the past (transport) | Growing and changing | Deadly  Dinosaurs | | |
| **Links across the curriculum**  **Knowledge and Understanding of the World**  Curriculum Links:   * Geography * History * Science * Technology   **Expressive Arts and Design**  Curriculum Links:   * Music * Art * Design Technology | **Retrieval**  Throughout FS, evidence is kept in the form of photos and the learning journey display (Reception Learning Journey). Nursery use photo books to capture key learning. Staff use these to recap and remind children of past learning.  Adult led sessions always start from a review input. Do you remember? Who can tell me...? etc  There is lots of new content and vocabulary introduced in Nursery and this is developed as we move through Reception. | **Progress/assessment**  We use the Early Learning Goals to make a holistic best-fit judgement of a child’s development. Early Learning Goals are not used to limit the wide range of rich experiences that are crucial to child development including our Belfield Promise.  Staff are ELKAN trained and use the Wellcomm tools to identify early language issues.  Ongoing phonics checks carried out each half term in Reception and keep up programmes planned.  We administer a simple in school baseline task and repeat it each term. We complete the Rochdale baseline and submit this data.  School use Tapestry to capture learning moments and share with parents. Parents can also contribute learning moments at home. | **Support**  Staff members attend LA training and support   * Termly clusters * Moderation meetings * Transition meetings   Staff have access to additional training. |