



Abbey Road Primary School

EYFS

Practice & Provision

This document provides an overview of our aims, principles and provision in the EYFS at Abbey Road Primary School. It explains the actions we will take to achieve this within our provision. It outlines how we implement the **characteristics of effective learning** and the **7 features of effective practice**. As well as this, it details our **curriculum goals** and how they have been designed to be the foundation blocks to the KS1 and KS2 curriculum.



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Aims and Principles

At Abbey Road Primary School, we regard the EYFS as the foundation to a child's learning journey, through Key Stage 1 and 2 and into Key Stage 3.

We want our children to enter the next stage of their education ready to tackle challenges with confidence and a positive mindset. To prepare children for their future, we enable them to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the reception year, all aspects of learning are brought together effectively through adult led, adult guided and child initiated playing and quality communication from positive role models.

We want all children to learn and develop well during their time in Reception. We strive to capture the children's enthusiasm for learning and our curriculum is inclusive and accessible to all.

We aim to create a warm and supportive atmosphere in which all children feel happy to build relationships with each other and the adults in the setting. We want all of our children to feel special and valued and we take the time to get to know each child as the amazing individual they are.

Our school values underpin all that we do. We want all children to follow our school aim to 'Take Care and Be Proud' – of each other as well as themselves; of the work they do and the world around them – and our dedicated staff team make the time to get the best from each child, ensuring individuality is nourished and nurtured. We want each child to leave Foundation with a love for school and learning and thoroughly prepared for KS1, both emotionally and academically.

Abbey Road – Take Care Code

- We take care of ourselves – we are independent and resilient
- We take care of each other – we are kind and friendly
- We take care of our work – we are ambitious and creative
- We take care of our world – we are responsible and respectful

We have a good understanding of our families and the community. They are supportive and keen to work with us to develop their children's education but many also juggle full time jobs and busy family lives. We try to identify where support is needed and build relationships with children and their families to work in collaboration.

We embrace and celebrate the diversity within our community, supporting the children's understanding of difference and equality. It is important that children are able to value themselves and others equally. Through our curriculum and provision, we plan to meet the needs of all our children in an age appropriate and informative way.



Principles

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

EYFS Framework 2021

We base our principles on the four aspects of the EYFS:

A Unique Child

- The diversity of individuals and communities are respected and valued. We foster an inclusive practice.
- We understand that our youngest children are vulnerable. Their safety, wellbeing, both physically and mentally comes before anything else. If their wellbeing is in place, they are ready to learn.
- All children develop in individual ways and at different rates. We understand that all areas of development have equal importance and approach our practice holistically.

Positive Relationships

- Establishing trusting relationships with our children and their families helps understand what our children need to do next on their developmental path. It helps us prepare them for their transition into KS1 and enable them to tackle challenges they may face. We have an 'open door' policy.
- As we build relationships with children it enables us to develop a picture of what they like and what motivates them. This ensures that we can plan and create opportunities which children enjoy and engage in.

Learning and development

- All children are entitled to high quality learning and teaching. This prepares them, not just for their future educational journey at Abbey Road but for life as well. We aim to equip pupils with the knowledge and cultural capital they need to succeed.
- Through play, children learn at their highest level. We ensure that children have extended periods to engage in play with their peers.
- Children's needs are identified early and we work with their interests in mind so that they can progress in all seven areas of learning and development.
- Different aspects of early learning require different approaches. Maths and phonics are taught sequentially where a solid understanding is required before moving on. Other areas of the curriculum are taught more holistically where children have the opportunity to build on knowledge they know.
- As children learn best through physical and mental challenge, we encourage active learning where possible. We provide opportunities for children to play with ideas in different situations, using various resources.

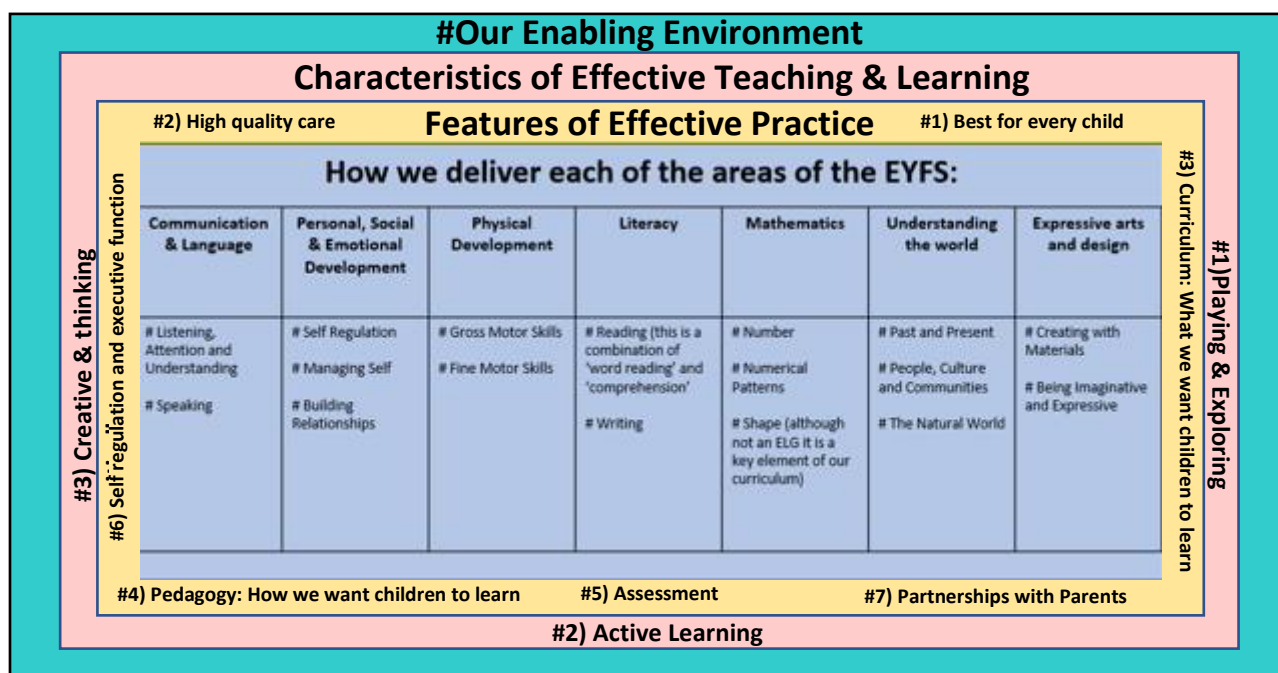
Enabling environments with teaching and support from adults

- Children's happiness and enjoyment is our priority. We start with the child when we plan. We observe, assess and plan experiences and challenges that are achievable. We call it the wheel of assessment.
- Our environment supports children's learning and development through carefully considered safe spaces which encourages them to explore with confidence.
- We support every child through adult led and adult supported and child-initiated activities. We value each form of teaching with the same importance.
- Where possible we make links with our community and partnerships with individuals and settings. We believe that making a positive contribution to society from a young age will embed values as the children grow.



How we implement our curriculum

Our EYFS Practice and Provision (how we implement and deliver our curriculum)



This is a top level overview of the elements of our practice and provision. For each element that has a # there is a more detailed document that sits underneath this overview.



The Characteristics of Effective Learning (This is how we learn)

The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure that they are woven through our curriculum and plan our environment to meet the needs of all children. Below we have mapped out how we aim to meet the children's needs.

Playing and Exploring Being willing to have a go Finding out and exploring Using what they know in their play		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
<p>Explore their environment and be curious to find out more.</p> <p>Choose equipment and be able to use it independently.</p> <p>Plan and think ahead about how they will explore or play with objects – plans are made and changed as play evolves.</p> <p>Show curiosity about objects, events and people.</p> <p>Guide their own thinking and actions by talking to themselves while playing.</p> <p>Use their senses to explore the world.</p> <p>Make independent choices. Do things independently that they have been previously taught.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Stimulating resources are freely available to children and they can access them when they wish.</p> <p>Resources are allowed to be used in different and creative ways by children. (Resources and activities are modelled carefully, but children are praised for good ideas of how to use them differently.)</p> <p>Resources are available to be used so that children can plan their learning as they play.</p> <p>Sensory experiences are planned in to engage the children's curiosity.</p> <p>Indoor and outdoor space is flexible and pupils can adapt it and take things from one area to another if needed/appropriate</p> <p>Opportunities for role play are available and promoted with high quality resources and guidance.</p> <p>Some areas are calm and orderly to support pupils in concentrating when this is needed.</p> <p>First hand experiences are planned for and are frequent element of children's experiences and activities. (eg: Children take turns to take home Sunshine Bear or Rainbow Bear and make a page in the diary, which they share with the class.)</p> <p>Opportunities to play freely and solve own problems.</p> <p>Small world resources and activities are varied and made attractive to all pupils.</p> <p>Exploration tables/areas are created and these are used by adults to develop children's ability to explore and investigate. (eg: explore the change in seasons, in living things, listen to different music)</p> <p>Game type activities and resources are a key feature/element of continuous provision.</p>	<p>Play alongside children and show own interest in learning and identifying new things. Listen to the child and follow their lead.</p> <p>Help children to do what they are trying to do without taking over. Explain aloud thinking that identifies how to overcome problems (eg: provide a running commentary).</p> <p>Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it.</p> <p>Model pretending that objects are something else and how to develop stories and activities.</p> <p>Encourage children to try something new – eg: weekly challenges.</p> <p>Help children identify risks and dangers.</p> <p>Offer reassurance and reward when children lack confidence to try new things.</p> <p>Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment).</p> <p>Talk about and show examples of how we get better at things by practising them lots and learning from mistakes and when things go wrong.</p>

Take Care, Be Proud



Active Learning Being involved and concentrating Keep on trying Enjoying achieving what they set out to do		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
<p>Maintaining focus on their activity for a period of time – periods of uninterrupted play are planned into the daily routine.</p> <p>Showing fascination in things – a variety of different activities are planned, around a broad range of themes.</p> <p>Not being easily distracted and paying attention to details. (Children can return to activities later in the day and adapt, develop them further.)</p> <p>Persisting with activity when challenges occur. (Provide some children with additional support – eg: a model to copy.)</p> <p>Showing a belief that more effort or a different approach will pay off.</p> <p>Bouncing back after difficulties – encourage children not to give up.</p> <p>Showing satisfaction in meeting their own goals.</p> <p>Being proud of what they have accomplished and how they accomplished it.</p> <p>Enjoy meeting challenges for their own sake not just for external reward or praise; they are intrinsically motivated.</p>	<p>Provide new and unusual things for the children to explore, especially those that are linked to their interests</p> <p>Ensure a wide range of play and exploratory areas and activities are available to children.</p> <p>Areas are resourced with good quality resources that stimulate focused activity and learning. Resources are changed half termly or when appropriate.</p> <p>Notice what raises children’s curiosity and provide stimuli and activities that match to this.</p> <p>Ensure children have time and freedom to become deeply involved in activities. Adults try not to pull children away who are engrossed in an activity.</p> <p>Keep significant and key activities and resources out for longer periods of time. (Children like the reassurance of knowing that certain activities will be available each day – eg: home corner, construction area, design and make table.)</p> <p>Ensure there is space for all children to contribute and take part in activities.</p>	<p>Support children to choose their own activities and identify how they will do them. (Introduce areas gradually modelling each in turn.)</p> <p>Stimulate children’s interest through shared attention and to calm overstimulated children.</p> <p>Help children to become aware of their own goals to make a plan and to review. (Use open-ended questions to encourage planning and review.)</p> <p>Describe what you see children trying to do and encourage them to talk about their own approaches and successes.</p> <p>Be specific with praise, note effort and concentration and praise persistence and problem-solving. (Adults know that the end product is not always the main success.)</p> <p>Encouraging children to identify how others have been successful and to work together and share ideas.</p> <p>Give reasons for doing things and talk about your own learning and the learning that is happening, not just direct children to do things. “I am going to work out how many more snails than spiders we have as I need to find out who needs the bigger home. I could really do with some help. What shall I do first?” Works better than “Tell me how many more spiders than snails we have?”</p> <p>Encourage children to find solutions to their problems.</p>



Creating and Thinking Critically Having their own ideas Using what they know to learn new things Choosing ways to do things and finding new ways		
Building blocks that children will be learning to do	Provision and environment to promote and develop the building blocks	Role and actions of the adult
<p>Thinking of their own ideas.</p> <p>Finding new ways to do things.</p> <p>Making links and noticing patterns and things that are similar.</p> <p>Making predictions.</p> <p>Testing their own ideas to find out.</p> <p>Starting to identify cause and effect.</p> <p>Planning: making decisions about how to approach a task, solve a problem and reach a goal.</p> <p>Checking how well things are doing part way through.</p> <p>Changing their planned approach as necessary.</p> <p>Reviewing how well something worked.</p> <p>Introducing and understanding a different perspective.</p>	<p>When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. (eg: open-ended activities – provide a stimulus, but not always an idea to copy.)</p> <p>Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks. (eg: children can play with balance arms, before learning about weighing.)</p> <p>Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas (eg: water wall, den-building).</p> <p>Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships. A good environment is like a second teacher.</p> <p>Develop recognisable and predictable routines to help children to predict and make connections in their own experiences</p> <p>Have established routines that can be flexible but are still always orderly and consistent.</p> <p>Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days.</p> <p>Display pictures and examples of previous learning to help children make relationships and remember prior success and knowledge.</p>	<p>Use the language of thinking and learning words such as: “think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do”.</p> <p>Model being a thinker - show that they don’t always know an answer or what will happen. ‘Let’s find out together.’</p> <p>Explain their curiosity and how sometimes they can be puzzled and need to find out to understand. ‘I wonder what will happen if...’</p> <p>Encourage open-ended thinking by asking questions such as ‘What else is possible?’</p> <p>Respect children’s efforts and ideas and reward them so they feel confident to take a risk with a new idea.</p> <p>Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration.</p> <p>Give children time to talk and think and don’t always provide them with an answer immediately if they don’t contribute. Value the questions and predictions children make.</p> <p>Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make links between what they are doing now and previous experiences.</p> <p>Use pretend play to think from someone else’s point of view. (‘I wonder what Goldilocks was thinking...’)</p> <p>Model the creative process showing own thinking about some of the many possible things that could be done as a next step.</p> <p>Encourage children to describe problems they are encountering and to help others find solutions.</p> <p>Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what they would change next time. (Model the plan, do, review process by talking aloud.)</p>



How we implement the seven features of effective practice

Seven Features of Effective Practice

1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.



- These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.

We treat every child as unique during their learning journey at Abbey Road encouraging them to be resilient, capable, confident and self-assured. The Reception class environment facilitates the development of positive relationships with adults and children and it also enables children to become motivated, confident and independent learners developing important lifelong skills. We also welcome and encourage positive relationships with parents and carers and value their expertise and knowledge of their children.

Children continually have access to resources from the seven areas of learning and they are actively encouraged to self-select the activities they would like to undertake. This not only enthruses and motivates the children to explore and investigate but also helps them to develop skills of independence, negotiation and problem solving. Children are also taught and encouraged to demonstrate respect and responsibility for their environment and this involves taking care of equipment and resources both indoors and outdoors.



Seven Features of Effective Practice	Key strands of the feature of Effective Practice	What we do at Abbey Road School to implement the 7 features of effective practice
The best for every child	Effective transition into and out of our setting	Liaison with pre schools Meetings with parents Transition sessions/days Welcome to Abbey Road School booklet Work with SENCO at pre school settings Work with specialist services for pupils identified with additional needs Initial provision and care plans for any individual pupils with appropriate staffing to enable access and provision for all Early identification and assessment of individual needs Specific units of work in the first half term focussed on developing detailed knowledge of the individual and the development of relationships and routines Progressive approach to provision and expectations that near the end of EYFS prepares children for Yr1 and the national curriculum
	Expectations and aims	Open ended planning and tasks that allow personalisation Clear progression models for core skills and knowledge Knowledge of children and identification of gaps and next steps Effective use of additional funding such as EYFSP to provide targeted support Any individual support and care plans are in place for the most vulnerable and these act upon the advice of specialist services Provision allows access for all and meets needs of all
High quality care	Consistency of approach and expectations by all adults	High quality professional development (ongoing cpd including appraisal) for all with a focus on child development and the early stages of learning Clear boundaries and routines following school's behaviour and rewards systems and procedures Getting to know the individual and their preferences, needs and interests Modelling and rewarding calm and caring interactions Promotion and support of independence and self care via slowly developing routines, expectations and provision/curriculum activities Food and drink provision supports a healthy lifestyle
	Safeguarding and welfare arrangements and procedures	Rigorous and proactive safeguarding work and procedures for matters such as medication and personal care Safe and secure environment with all health and safety and ratio requirements met Detailed risk assessments where necessary Child protection arrangements in place, known and applied by all Behaviour expectations and systems for reward and sanction are known and applied by all adults Safer recruitment, conduct and induction processes applied for all adults including ensuring staff are suitably qualified and trained (including first aid) Emergency plans, including evacuation and lockdown procedures
The curriculum, what we want children to learn	Ambitious curriculum, showing depth in what we want the children to learn.	Clarity over the detail of the knowledge we want pupils to learn and the skills they develop Clarity and detail of how the knowledge and skills are reliant on each other and developed in unison Clear and appropriate sequencing to the development of knowledge and skills so that it is cumulative and progressive to ensure it meets end of EYFS expectations Curriculum design reflects key principles of science of learning such as: the need to revisit and retrieve/recall both knowledge and skills numerous times over a long period, the need to ensure cognitive load is not overwhelmed to prevent learning and the development of memory, a focus on explicit instruction of knowledge and skills before moving onto application, and proactively planning to ensure links and relationships across the curriculum are identified and made explicit to support the development of schema. Clear and explicit planning for the development of language and vocabulary Curriculum content and focus reflects the distinctiveness of the schools context and that of the children.
Pedagogy: helping children to learn	Teaching and learning approaches	Deploying and implementing the most appropriate pedagogical approaches dependent on the intended learning and area of development. Mixing different approaches: learning through play, learning by adults modelling, learning by observing each other, learning through guided support and learning via some direct instructional teaching. During the foundation stage there is a planned development and progression in the teaching and learning styles/approaches implemented. This acts to support children in their transition into Yr1 and the approaches used there.

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Pedagogy: helping children to learn	Role of adult	The adults roles are to facilitate learning , support the children in their chosen activities by listening and careful questioning. The adults model learning and model good PSE to the children. See detail within the 'Role and actions of the adult' column on the characteristics of learning document (pink) and also the How we deliver each of the areas of the EYFS documents (blue)
	Enabling Environments (see turquoise columns of Characteristics of Effective Learning documents)	Physical environment and timetabling enables each of the identified teaching and learning approaches to be implemented and delivered by adults. Environment (both inside and outside) is physically organised and presented to promote: high quality play, independent access to resources and activities, opportunities for large and small group teaching/activities, and 1-1 interactions. This environment provides pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. It is an environment in which pupils feel safe, secure and confident. They have a sense of place and ownership and it both celebrates their successes and inspires them to try new things and independently apply previous learning. Outdoor learning areas reflect indoor learning environments and act to provide pupils with scaffolds, inspiration and support for the development, learning and application of new knowledge and skills. The additional space and equipment enables them to develop a wide range of gross motor skills. The outside sometimes reflects the inside learning, when appropriate.
Assessment: checking what children have learnt	Clarity over why we assess	Training and CPD for staff. Whole team understanding of: purpose, child development and benchmarks/expectations. Whole team understanding of what will be done with the assessment findings. Focus on what children can do and what they know.
	Clarity, expertise and consistency of how we assess	Training and CPD Moderation Guidance and supporting documentation - I can statements Agreed understanding over how we record and store information from assessments (this does not need to be extensive, laborious or electronic) Discussions related to borderline assessment decisions and sharing of assessment knowledge related to groups and individuals. Clarity over assessment being an ongoing process as part of the wide range of teaching and learning interactions with children not just one-off focussed tasks or activities (assessment to be part of teaching and learning not taking adults away from this)
	Making effective use of the information we gather by responding effectively and precisely	Ensure school's planning cycle uses assessment findings (our own, previous setting and parents) to identify what all children already know and what they can do. This to then informs planning to make sure teaching and learning activities build upon what children can already do (and are interested in) and provide opportunity to teach, and for children to develop, the next steps in all areas of learning and development. Use the range of assessment findings to consider if they are highlighting that a child may have a special educational need and there needs to be a planned response in partnership with others such as school SENCO and specialist agencies. All staff clear on the learning intentions our enabling environments and specific activities are designed to help pupils attain and develop. When working with pupils on focussed activities and playing alongside them we make continuous small assessments that help us identify knowledge and understanding. This 'in the moment' assessment is then used to respond in precise and individualised ways to aid pupils in learning new things, refining their actions and consolidating their existing knowledge and understanding.
	Clarity over how we make, record and track formal summative assessment judgements	Baseline Use of tracking language and systems, in line with the Equals Trust OTrack to be used to collate data once a term. Phonics to be assessed every half term. End of Reception Outcome ELG to be collated on OTrack.
Self-regulation and executive function	Self regulation	See detail within the characteristics of learning documents (pink) and also the How we deliver each of the areas of the EYFS "self-regulation" and "managing self" documents (blue) Language development is central to self-regulation, children use their language to guide their actions and plans. See detail within the How we deliver each of the areas of the EYFS "speaking" documents. Also see details related to the 'role of adults' in all the characteristics of learning documents (pink) and the How we deliver each of the areas of the EYFS documents .
	Executive function	See detail within the How we deliver each of the areas of the EYFS "listening and attention", "self-regulation" and "managing self" documents (blue)

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Partnership with parents	Communication and sharing of information and valuing the knowledge parents have and the contribution they make	Transition in: open afternoons, meeting with staff, sharing of videos and pictures, parent information meeting, welcome booklet, meetings with pre school settings, transition visits, sharing of school readiness information. Ongoing throughout EYFS: weekly sharing of what has been taking place, website blogs, class webpage, parents meetings, half-termly newsletters, day to day communication and sharing of information, displays and notices outside of classroom, specialist parent meetings such as 'what is phonics and how we teach it' and how to support your child with reading.
	Providing support and guidance to parents	<p>Meetings with parents to respond to individual needs and circumstances (including in partnership with other professionals, such as SENDCO and outside agencies), PEP meetings for children who are 'Looked After'.</p> <p>Reading Diaries for parents to record reading progress at home.</p> <p>Information booklet for parents with ideas of how to play with their child and get them ready for school.</p> <p>(See above for further examples of parent involvement.)</p> <p>We recognise that some parents cannot support their children's learning as well as others. We need to give more support in school, where this is the case.</p>



Our Curricular Goals

(This is not our curriculum; we have separate, detailed unit plans)

We have designed our curriculum based on both the EYFS framework and with our children in mind, considering their experiences, their families, and our local community.

We want **all** children to:

- Feel special and valued
- Enjoy learning
- Have access to the same opportunities
- Access a broad curriculum
- Respect and celebrate diversity and different cultures
- Begin to develop empathy, tolerance and understanding for all cultures and family differences, as well as have a good understanding of their own heritage and locality
- Make progress in their learning

Our curriculum provides children with the opportunity to revisit and retrieve/recall knowledge and skills numerous times over a long period. We have ensured that there is clear and explicit planning for the development of language and vocabulary.

We also review our resources and provision to ensure that we are promoting our curricular goals. We audit our provision regularly and consider our own language and representative examples that we provide.

Our Curricular Goals

Our curricular goals are adaptable and can be scaffolded to support the needs of all children. Our goals are shared with our parents and referred to throughout the year.

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas (prime areas) are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

Communication and Language (C&L)

Personal Development (PSED)

Physical Development (PD)

The Specific Areas below can be developed when children are confidently developing attributes of the prime areas.

Literacy

Maths

Understanding the world (UTW)

Expressive Arts and Design (EAD)

Our children are assessed against the Early Learning Goals in each of these areas at the end of their Reception year.



Early Learning Goals	
<p>Communication and Language</p> 	<p>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.</p> <p>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.</p>
<p>Personal, Social and Emotional Development</p> 	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Physical Development</p> 	<p>Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<p>Literacy</p> 	<p>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.</p> <p>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.</p> <p>Writing - Children at the expected level of development will: - 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.</p>
<p>Maths</p> 	<p>Number - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.</p> <p>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.</p>



Understanding the World



Understanding The Past - 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 through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities - Children at the expected level of development will: - 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 Natural World - Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.

Expressive Arts and Design



Creating with Materials - Children at the expected level of development will: - 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.

Being Imaginative and Expressive - Children at the expected level of development will: - 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.



Planning & Delivering curriculum content

We are influenced as practitioners by the work of other practitioners and educationalists who share their knowledge of how young children learn and how we can best teach them. We understand that adult led learning and child-initiated learning come hand in hand and one without the other doesn't support children's needs. Our provision is a combination of three elements – **adult led**, **adult initiated** and **child initiated** and we give importance to all three. Our intention is to deliver the curriculum through **shared inputs**, **guided group work** and **continuous provision**. We use **Development Matters** as a guide to achieve our **building blocks** so we know whether children are making developmental progress and what the next steps are to achieve our goals by the end of the year. Adults focus on the clarity of knowledge and use strategies such as spaced retrieval to help children commit knowledge and skills to long term memory. We enhance **continuous provision** daily and weekly, based on the children's needs. Children are encouraged to access this independently and by the third term there is an expectation that the enhanced provision is explored by all. We select resources and plan for new learning or consolidation of prior learning. It is through continuous provision that children can develop a schema, immerse themselves in independent, sustained play and build on the characteristics of effective learning.

Here is an example of the building blocks (our curriculum content) which is delivered through all areas of the EYFS.

Building Relationships

ELG Children at the expected level of development at the end of reception will:

- work and play cooperatively and take turns with others;
- form positive attachments to adults and friendships with peers;
- show sensitivity to their own needs and those of others.

Building blocks to building relationships:	Continuous Provision:	Role and actions of the adult:
<p>Building blocks to building relationships</p> <ul style="list-style-type: none"> • Engage in tasks and activities alongside others. • Engage in an adult led activity. • Show interest in other children and what they are doing. • Respond to physical or verbal cue from another child when joining in an activity. • Show physical or verbal cues to ask another child to join in activity. • Have a conversation with others to elaborate play and build on what another child has said. • Ask appropriate questions that link to activity or task. • Developing the ability to see another's point of view. • Understand turn taking and able to wait for a response. • Form positive relationships with adults and peers. 	<ul style="list-style-type: none"> • Safe environment with consistent routines and expectations • Jigsaw Charter with talk rules • Organised environment that children are familiar and comfortable with. • Provision includes familiar and new activities supported and modelled by an adult to encourage engagement. • Pretend play is planned around children's interests and experiences. • Quiet areas established. • Provision moves children from playing alongside to working with others and offers challenges to solve problems together. • Recognise and name emotions. • Encourage children to work in different groups. 	<ul style="list-style-type: none"> • Model positive behaviour to others and highlight exemplary behaviour, narrating what was kind and considerate about the behaviour. • Set clear boundaries and routines. • Be consistent. • Interact calmly and sensitively with children. • Tune in to child's interests having a conversation with children about what they have noticed, repeat and extend what the child has said to develop language. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. • Help and reassure them when they are distressed, upset or confused. Tell them it is ok to feel this way. • Give children strategies for self-regulation and staying calm when frustrated.



Reading in EYFS

At Abbey Road Primary School, our aim is for all pupils to leave school being able to read fluently and have a love of reading as we know that reading is a lifelong skill, which unlocks a love of learning. Therefore, we prioritise reading and enabling children to become independent readers as soon as possible. We are dedicated to ensuring that early reading, through phonics, is taught effectively every day. We also ensure that a robust system for the teaching of all aspects of reading is in place including a range of comprehension strategies so that we know that children understand what they read.



As a school, we aim to engage and enthuse children in their learning of phonics through ensuring a systematic approach to our daily phonic teaching sessions and by providing wider application opportunities in the children's work and play. In EYFS, we begin by ensuring that all children are able to hear and discriminate different sounds. We then move on to using a synthetic phonics approach and use Read Write Inc resources to teach Set 1 sounds. This includes recognising the sound, the skills of sounding out the individual sounds in an unknown word and blending these sounds together in order to read the word. The scheme teaches the sounds in an order which allows children to quickly begin to put sounds together to read words. Initially, this is through daily, whole class teaching and small groups to support some pupils.

As soon as they are able to blend the children take part in a daily whole class, or group, reading session. When learning Set 1 sounds, these include RWInc Ditties and Red Ditty books, which give children lots of opportunity to blend words which contain sounds that they know. When these sounds are secure they move onto reading RWInc Green and Purple books which aim to ensure that children are reading and blending these sounds fluently by the end of the year. The children then take home a copy of the book or Ditty they have been reading in school to read with parents, encouraging further opportunities to practise blending and reading fluency.

Throughout the year, pupils work through Set 2 and some Set 3 sounds. They are arranged into smaller groups and lessons are delivered at the appropriate level for their ability. Every phonics lesson incorporates letter formation, reading and writing letters, segmenting and blending and revision of previously taught phonemes and digraphs. In addition, as the year progresses, sessions also incorporate, syllables, 'nonsense' words and holding a sentence in your head.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new phoneme, grapheme or common exception word which then informs future planning. Summative assessment takes place half-termly. Knowledge of each sound is checked, as well as checking that the child is able to apply this when reading words. Pupils who are making slow progress are identified quickly and intervention is immediately put into place which takes place in addition to the usual phonics teaching.

Each phonics session is 20-25 minutes in duration and follows a teaching sequence which is implemented consistently ensuring transition to Key Stage 1 is seamless.

There is a great deal of research that tells us that the level of development in language and communication is the greatest predictor of success in later life. Within EYFS, communication and language development is a prime area of learning.

At school children use language to:

- Build strong relationships.
- Communicate their ideas and their feelings.
- Think creatively and critically.
- As a tool for learning.
- Become confident with the written word.



The development of a young child's communication and language comes primarily from having meaningful conversations. The preparation for all aspects of written language develops through one to one conversation with a responsive adult. Alongside quality interactions, rich and varied experiences ensure language provides the foundation of thinking and learning.

This is why we put emphasis on children's acquisition of vocabulary. Exploring and extending pupils' vocabulary is part of everyday teaching. Lessons are planned to enrich vocabulary and incidental opportunities are exploited. Vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text. We identify the key vocabulary we want children to learn in all areas of the curriculum. This is clearly identified on our planning documents.

Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and non-fiction, children will become aware of the range of strategies required when reading for different purposes.

We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and reread helps children to gain insights into meaning and story structure. We begin Vipers questioning techniques during the year which are used throughout school. Texts are chosen to link with our learning alongside those which promote a wider understanding of the world around them.

Encouraging reading for pleasure is part of our school vision to create learners for life. All children have their own individual reading book, which is phonetically decodable and they take home a sharing book from our class library. Children select books from a wide range of genres including picture books, non-fiction information books and poetry. Reading progress is monitored through the use of our reading diaries, where we encourage close communication with parents and carers.

Writing in EYFS

There are many planned opportunities in EYFS to support the development of mark making, pre-writing and writing skills. These include speaking and listening activities, daily finger gym and dough disco sessions to get fingers ready for writing, plus opportunities to access these and other activities during continuous provision. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose. High value is placed upon imagination, ideas and self-expression demonstrated by the children.

A strong emphasis on the teaching of phonics contributes to the development of writing. We use the Read, Write Inc scheme to teach a daily phonic session where children learn the phoneme and grapheme correspondence using the skills of blending and segmenting. They use handwriting rhymes to help with letter formation and sound mats are used to support when children write. Writing tasks are modelled to the children and the 'toolkit' for success shared. These are then reinforced when the children write independently and by the use of 'success stamps' on the writing task sheet.

The teaching of writing is structured in a similar way to the rest of the school; children are exposed to quality texts to promote a growing knowledge of language and vocabulary, a requisite for high outcomes in writing. Writing activities are planned to engage and motivate the children, often writing with a real purpose. Writing is taught in small focus groups, enabling the adult to model and intervene at the point of writing. Additional writing opportunities occur every day from the spring term when a focus sentence is introduced, modelled and written independently by the end of the week. Drawing Club helps to build up ambitious vocabulary and imagination once key skills of writing have developed.



Maths in EYFS - Children learn about maths through play and their daily experiences, alongside discrete, daily whole class maths sessions and small group focus tasks. They develop good number sense, through carefully planned opportunities, which allow them to count, compare and explore patterns. Emphasis is given to the skill of subitising and children also develop automatic recall knowledge of relevant number bonds. Additionally, exploration of shape, space and measure is embedded within our curriculum to develop all children's spatial reasoning skills. They are provided with opportunities to be creative, critical thinkers and problem solvers across a range of contexts and develop positive attitudes towards



mathematics by 'having a go', without fear of making mistakes. Our aim is to ensure that all children develop firm mathematical foundations, which will support them as they move into their next Key Stage.

We plan using Power Maths, which follows the mastery approach that is embedded across our school.

Teaching for mastery involves breaking learning down into small steps to develop a deep and long-lasting understanding of mathematical concepts and is underpinned by the belief that all children can succeed. Children have the opportunity to explore objectives using concrete and pictorial resources, before moving on to experiencing abstract numbers and symbols. Here is some more information about what each of these stages involve:

Concrete – Children use concrete objects and manipulatives to physically 'do' the maths and to help them understand what they are doing.

Pictorial – Children build on this concrete approach by using pictorial representations.

Abstract – With the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.

Verbal reasoning and problem solving happen at all points throughout this process. Children are encouraged to have a go and explain their understanding, using recently introduced vocabulary to support the explanations that they offer.

Maths is everywhere! Here are a few examples of how our environment promotes mathematical development:

- Sand & Water can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little.
- Malleable – dough can develop mathematical language – short, long, fat, thin. Children can make shapes of different dimensions – flat shapes, 3-d shapes.
- Imaginative Play – setting the table for dinner can develop counting skills. Sorting objects (eg: clothes) into different colours, or different types will develop knowledge of shapes and colours.
- Physical Play can develop fine motor skills e.g. completing a jigsaw, threading beads. Block play or playing with toy cars can help to develop sequencing according to size, colour. Playing with different sized blocks can help to develop an understanding of weight and dimensions. Tidying toys allows children to sort into different sizes and colours. It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.
- Outdoors – Children may plant seeds this can develop understanding of time. As the plants grow children use measures and develop mathematical language of size.
- Books & Rhymes - Enjoying stories and rhymes with a mathematical element can develop number concepts, knowing direction that the print reads from left to right.

Understanding The World and Other Specific Areas of Learning

We teach understanding of the world through adult led sessions, where content is both age appropriate and engaging. Units have been carefully planned as the introduction to each subject in school as the first step for the whole school curriculum. In the adult led sessions, we teach subject specific skills, for example we learn what a timeline is in History, what a map is in Geography and different artists and the mediums they use in Art. The progress is mapped and KS1 will build on the learning that we do in EYFS. For Music, RE, Computing, PE and PSHE we follow different schemes along with the whole school. **See our website for curriculum overviews and progression.**

Understanding the World (designed by us) focusses on these topics:

History	Geography	Science
My Favourite Things – All About Me	Our World	Our World
Traditional Tales	Winter Wonderland	Winter Wonderland
People Who Help Us		Minibeasts



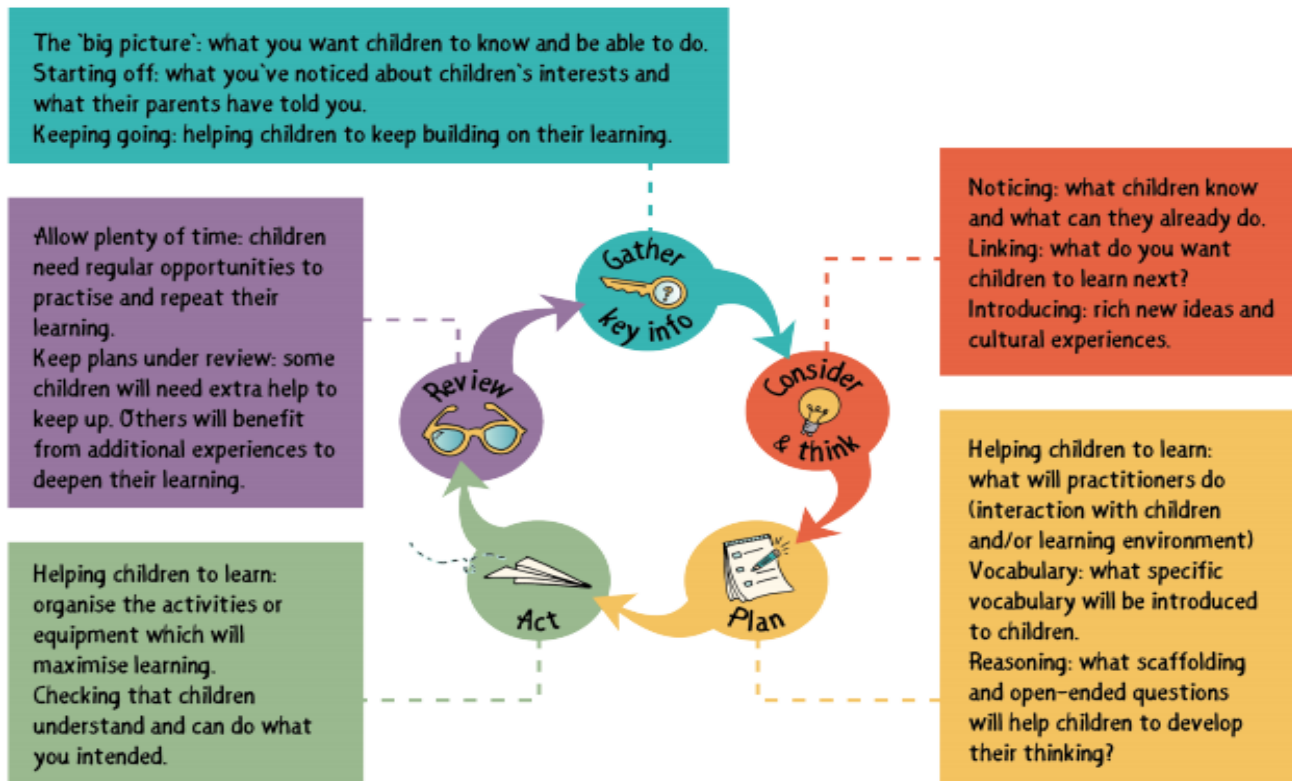
EYFS provision and curriculum integration

How our EYFS provision and curriculum are organised and integrated/matched to school's Yr1-Yr6 curriculum to enable them to be the foundations of the KS1&2 curriculum

EYFS Strand/Area	National Curriculum Subject(s) this is a key foundation for	Explicit progression or coverage for EYFS only	EYFS is shown as a foundation/part of the school's National Curriculum progression or coverage documentation
Listening, Attention and Understanding	English: Speaking & Listening	✓	Linked to whole school Speaking and Listening intent
Speaking	English: Speaking & Listening English: Grammar	✓	Linked to whole school Speaking and Listening intent
Self Regulation	PSHE/RSE		Jigsaw Planning
Managing Self	PSHE/RSE		Jigsaw Planning
Building Relationships	PSHE/RSE		Jigsaw Planning
Gross Motor Skills	PE		Get Set 4 PE Planning
Fine Motor Skills	English: Writing Art DT	✓ (eg: finger gym, dough disco)	Art planning
Word Reading	English: Reading	✓	RWI
Comprehension	English: Reading	✓	Linked to whole school reading intent Whole class guided reading
Writing	English: Writing	✓	Linked to whole school writing intent
Number	Maths	✓ Power Maths	White Rose Maths
Numerical Patterns	Maths	✓ Power Maths	White Rose Maths
Past and Present	History		Whole school History History progression document includes EYFS content
People, Culture and Communities	Geography RE PSHE/RSE		Whole school Geography and RE progression documents include EYFS content
The Natural World	Science Geography		Whole school Geography and Science progression documents include EYFS content
Creating with materials	Art DT		Whole School Art and DT intent Art and DT progression documents include EYFS content
Being Imaginative and Expressive	Art Music PE		Whole School Art intent Sing Up Get Set 4 PE
Computing (not an ELG or explicit area of EYFS but school has an EYFS computing curriculum. Additionally, it is expected that pupils will be introduced to, and learn to use, appropriate technology through provision that meets other elements of EYFS)			iCompute planning
Shape (not an ELG but a key element of EYFS maths curriculum)			Power Maths planning



Planning and Assessment Cycle



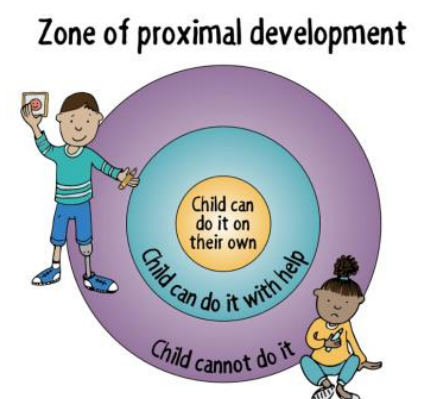
Through following the cycle above, we are able to begin with what we want children to know, starting with the Reception Baseline Assessment.

A continuous cycle of observation, assessment and planning is embedded throughout our EYFS provision. In addition to the continuous cycle of observation and formative assessment which informs each child's next steps, summative assessments are carried out for phonic development, the stable order principle in number and an assessment of each child's stage of development for each of the 7 areas of learning. These take place termly and informs planning of subsequent teaching and learning. We assess whether children have met the Early Learning Goals in the Summer term and information is passed to KS1.

Throughout 'continuous provision' observation forms a fundamental aspect of the pedagogy of EYFS at Abbey Road Primary School. It is the role of the practitioner to decide how to drive the learning forward.

Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement.

Vygotsky argued that we should aim our teaching at the child's emerging skills, not at what they can already do. He called this the Zone of Proximal Development. When working with our children, we aim to scaffold learning to support their emerging needs, this will be through how our environment is planned to how we play with children within our space.





Circle of Assessment - How we use assessment within EYFS





Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration. Before children start school, we meet with parents to share information and answer any questions they may have. We ask parents to complete an 'All About Me' document about their child to help us get to know each individual.

We welcome regular communication with parents and this happens in many ways. We have an open-door policy and teachers and support staff are present at the start and end of each day to chat with parents. Parents are also able to communicate with school via email.

Each child also has a reading diary, where reading progress is recorded at home to share with school. Parents learn more about how to support their child's learning at home via information meetings led by teachers (eg: phonics).

We meet with parents officially for 2 parents' evenings, once in autumn and once in spring. At the end of the summer term, parents receive a written report detailing their child's progress during the year.

Teachers use the Reception blog on the school website to share weekly news about the children's learning. Parents also receive a half-termly learning letter detailing the learning for the half term ahead. We also invite feedback from parents on our bi-annual parent/carer questionnaire.