

### **03.03.04 Saint Ronan's School EYFS Curriculum Policy**

*This policy should be read in conjunction with the Curriculum Policy.*

#### **EYFS Curriculum**

This policy applies to the Early Years Foundation Stage (EYFS) pupils at Saint Ronan's Pre-Prep. Saint Ronan's Nursery and Pre-Prep is an Independent School which fully recognises the importance of the Early Years Foundation Stage. The Early Years Foundation Stage promotes teaching and learning to ensure 'school readiness'. Our Nursery and Reception Year Groups follow the EYFS Framework which falls within Saint Ronan's 3Cs:

- Curriculum – EYFS Framework
- Character – 6 Ronian Characteristics
- Culture – Our intention is to cultivate a school culture where children and staff are gentle, careful, kind, hardworking, honest, helpful and listen to others' opinions and ideas. This culture is called 'What Really Matters'.

#### **Parents' Guide to Early Years Foundation Stage Framework**

Saint Ronan's Early Years teaching offers the children learning experiences which will build on the knowledge they bring from home. We strive to create and maintain partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

#### **What is the Early Years Foundation Stage?**

Welcome to Saint Ronan's Early Years Foundation Stage (EYFS), which is how the Government and early years professionals describe the time in your child's life between birth and age 5. This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun, and secure; and support their development, care and learning needs. Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS follow a legal document called the Early Years Foundation Stage Framework.

The EYFS seeks to provide:

- Quality and consistency so that every child makes good progress.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each unique child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## **The Aim of the EYFS at Saint Ronan's**

Our aim within our Nursery and Reception classes is to support the learning and development of individual children by providing a balanced, broad, integrated, stimulating, and differentiated curriculum. The curriculum includes teacher directed, teacher initiated and child-initiated and directed activities. It consists of topic-based learning with activities planned to cover all 7 areas of learning. Along with embedded British Values across the curriculum we have key strategies which instill in our pupils a set of shared values that underpin our whole school ethos, celebrates today's multicultural society, and are immersed throughout our curriculum.

We strive to provide a learning environment, which enables children to be:

- Secure, safe, and happy
- Respectful of themselves and others
- Confident
- Compassionate and caring
- Tolerant and patient
- Curious and creative
- Appreciative and appreciated

## **Overarching principles of the EYFS**

Saint Ronan's Nursery and Reception Practices are shaped by the following four guiding principles:

- Every child is a unique child.
- Children learn to be independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults.
- Children learn and develop at different rates.

## **EYFS Curriculum – How will my child be learning at Saint Ronan's School?**

Our curriculum incorporates all seven areas of learning and development.

Children mostly develop the 3 prime areas first. These are:

- Communication and language
- Physical development
- Personal, social, and emotional development

These prime areas are most essential for your child's healthy development and future learning. As your children grow, the prime areas, supported by the teachers, will help them to develop skills in 4 specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The above 7 areas are used by the teachers, to plan your child's daily learning. Practical activities will help with the development of the above areas too. Our teachers and teaching assistants will ensure the activities are suited to your child's unique needs. The EYFS curriculum is a flexible curriculum so staff can follow your individual child's unique needs and interests.

At the end of your son or daughter's Reception Year the EYFSP (Early Years Foundation Stage Profile) is carried out. This profile assesses your child against the ELGs (Early Learning Goals). Information from this profile will be handed to your child's Year 1 teacher to ensure continuation of your child's learning and development at school.

*Details of the Early Learning Goals can be found at the end of this document.*

### **Characteristics of Effective Learning**

Underpinning all areas of the EYFS curriculum are the Characteristics of Effective Learning. The Characteristics of Effective Learning and the prime and specific areas of learning are all interconnected. They underpin everything we offer in our environment. Our skillful practitioners observe children's play and know when to intervene and give guidance. This support helps our children make significant progress in their learning. We do not push children but look closely at their emotional and intellectual abilities and find out what they can do.

The Characteristics of Effective Teaching and Learning are:

Playing and exploring – children investigate and experience things and 'have a go'.

- Our Zones actively encourage and offer children the opportunity to play and explore. Within our Zones children can explore in every area. There are opportunities for children to explore and investigate using open-ended resources. Our children can use their imagination and explore their surroundings.

Active Learning – children concentrate and keep on trying if they encounter difficulties, they enjoy achievements.

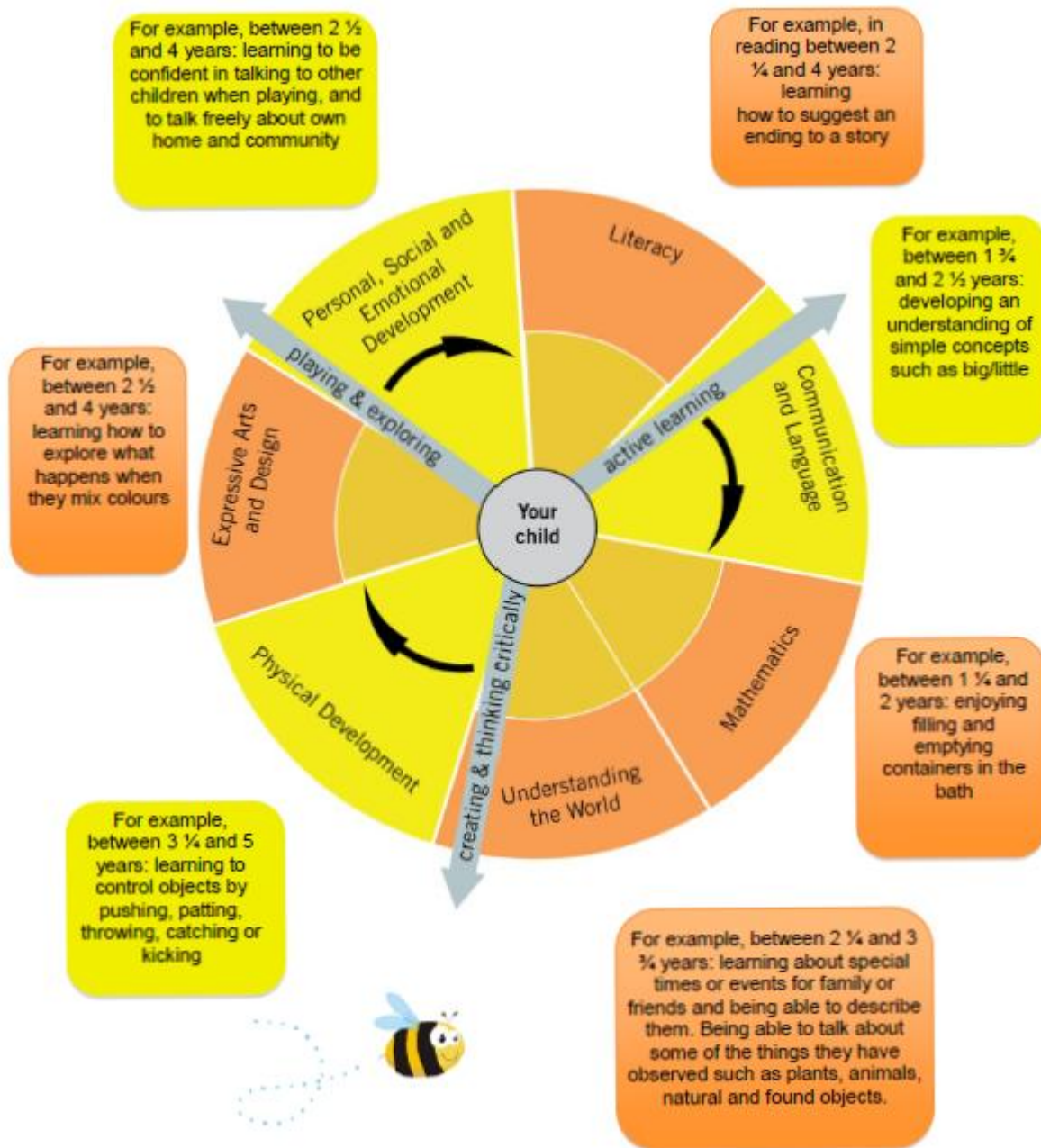
- We want our children to enjoy achieving what they set out to do, to concentrate and to keep on trying even if they encounter difficulties. We want all our children to demonstrate active learning when engaging in activities that require them to use their mental abilities including teacher led and teacher directed, for example children will show a can-do attitude when attempting to do a task, they will show a great deal of concentration and will rarely give up on the task. We strive to create an exciting environment where our children want to become active learners and adults tune in to their interests.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- We want children to develop their own ideas, make links and develop strategies. For our children to be creative and think critically, we, as practitioners, provide children with lots of opportunities to work things out on their own or with others and develop their problem-solving skills. Our experienced practitioners know when to intervene and scaffold children's learning. Young children observe what is happening around them and they absorb the information. As

children begin to engage fully in activities, they will start asking questions about how things work. Our Zone plans in Nursery and Reception and Nursery Activity plans include open-ended questions to help extend learning opportunities.

The diagram below (from Parents' Guide to the Early Years Foundation Stage Framework) gives examples of the different areas of learning and development and it shows the links between the way in which your child learns (Characteristics of Learning) and what they learn (7 Areas of Learning):



## **As a Parent or Carer, how can you help with your child's learning?**

All activities you do with your child at home support their learning and development. Here are some examples:

- Sing and tell nursery rhymes.
- Talk about numbers, colours, words and letters you see when you are out and about.
- Cut, stick, shape and mold different materials such as paper and playdough.
- Cook and bake together.
- Plant seeds or grow a vegetable garden together.
- Read books together.
- Talk to your child, ask them questions and role model answers.
- Explore your surrounding area together.

## **Saint Ronan's EYFS Assessment and Reporting**

In Nursery and Reception, we create Learning Journals which detail the children's progress across all areas of learning. The primary purpose of the Learning Journal is to communicate progress with parents.

Nursery Assessment and Reporting to Parents:

- Entry Level Profile – completed in the first half term. This is also used as our Two-Year check.
- Beginning of term assessments including Write Dance Test (Handwriting), Number and Letter recognition, Phonic - sounds assessment, math assessment.
- Observations are made throughout the term to monitor the children's learning and put into their Learning Journals.
- Tapestry tracks children's progress against the EYFS development matters and the ELGs
- Written reports are provided to parents twice a year.
- Parents' Evenings are held twice a year.
- Open Door Policy.

Reception Assessment and Reporting to Parents:

- The Children's progress is tracked by the teachers against the EYFS development matters and the ELGs.
- The children are assessed at the beginning of every term and at the end of their Reception Year.
- Beginning of term assessments including Handwriting, Number recognition and counting. Letter recognition, Phonics (sounds assessment) and segmenting and blending for reading.
- Observations are made throughout the year to monitor the children's learning and put into their Learning Journals.
- The children are assessed using the EYFSP in June and the results are recorded for each child, given to the Year one teachers and sent to the LEA, if requested.
- Written reports are provided to parents twice a year, at the end of the first and third terms.
- Parents' Evenings are held twice a year.
- Open Mornings are held once a term for parents and children to look at work and books together.

## **SEND in Early Years**

Our clear approach to identifying and responding to SEND children is found in our SEND policy. We focus on the regular monitoring and review of children's progress and react accordingly. When we identify a child who is behind the expected levels, we gather information and initiate our cycle of actions: assess/ plan/ do/ review. The school and parents work together closely to put strategies in place to help children who require additional support.

*EYFS Early Learning Goals:*

### **Communication and Language**

#### **1. Listening, Attention and Understanding ELG**

Children at the expected level of development will:

- 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.

#### **2. Speaking ELG**

Children at the expected level of development will:

- 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.

### **Personal, Social and Emotional Development**

#### **3. Self-Regulation ELG**

Children at the expected level of development will:

- 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

#### 4. Managing Self ELG

Children at the expected level of development will:

- 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.

#### 5. Building Relationships ELG

Children at the expected level of development will:

- 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.

### **Physical development**

#### 6. Gross Motor Skills ELG

Children at the expected level of development will:

- 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.

#### 7. Fine Motor Skills ELG

Children at the expected level of development will:

- 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.

### **Literacy**

#### 8. Comprehension ELG

Children at the expected level of development will:

- 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.

## 9. Word Reading ELG

Children at the expected level of development will:

- 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.

## 10. Writing ELG

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.

## **Mathematics**

### 11. Number ELG

Children at the expected level of development will:

- 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.

### 12. Numerical Patterns ELG

Children at the expected level of development will:

- 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.

## **Understanding the World**

### 13. Past and Present ELG



Children at the expected level of development will:

- 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;

#### 14. People Culture and Communities ELG

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.

#### 15. The Natural World ELG

Children at the expected level of development will:

- 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.

### **Expressive Arts and Design**

#### 16. Creating with Materials ELG

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.

#### 17. Being Imaginative and Expressive ELG

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.

**Updated:** *December 2024 by R Curtin (EYFS Coordinator)*

**Person responsible:** *AB (Head of N&PP)*