

Cheddington Combined School
Enjoying our learning...sharing our success



Subject Overview for Early Years

Date reviewed: September 2024
Next review date: September 2025

EARLY YEARS POLICY

INTENT

In the EYFS at Cheddington School our intention is to provide the highest quality care and education for all our children, giving them a strong foundation for future learning and helping them achieve their full potential. We have six clear aims:

- To make the children's first experience of school happy, positive and fun, with lots of 'hands on' learning, helping our children to consolidate and deepen their knowledge and skills
- To foster a love of learning and to develop enquiring minds
- To instil the Characteristics of Effective Learning such as independence, resilience and confidence
- To promote emotional well-being, ensuring that our children can talk about and understand their feelings and the feelings of others
- To enable our children to appreciate and respect the natural world around them
- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. Parents will be kept informed of what their children are doing and learning each week, so that they can also develop learning opportunities at home and can further engage and respond to their children's enthusiasm and development.

IMPLEMENTATION

Our curriculum is designed to reflect our local community and the needs of our children, recognising that all the children have different starting points and experiences. Reading and language threads through all aspects of our curriculum with carefully planned core texts, linked to our key themes and topics, providing a rich vocabulary and love of books, enhancing learning in all areas. We make sure there is always time for a whole class stories during the day, as well as opportunities to enjoy books within the continuous provision, and time to enjoy and learn nursery rhymes, songs and poems. We use Poetry Basket poems, which has clear actions to match the poems, to enable our children to learn and recall many poems throughout the year.

Teaching in the EYFS

- Has a carefully planned curriculum, with clear goals for the end of the EYFS.
- Has designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group, to listen, to take turns, to answer and concentrate.
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover.
- Involves developing Characteristics of Effective Learning.

- Uses a multi-sensory, fun play-based approach.
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Takes place indoors and outdoors.
- Is inclusive, where all children are valued and supported to achieve their potential.
- Understands the importance of communication and language and how the development of this is key to all other learning.
- Is linked to the whole school learning, through use of Curriculum Maestro. The main topic areas for EYFS are: Me and my Community; Once upon a Time; Dangerous Dinosaurs; Sparkle and Shine; Big Wide World; Animal Safari; Starry Night; Signs of Spring; Creep Crawl Wriggle; Ready Steady Grow; On the Beach

Learning in the EYFS

In the EYFS children are learning when they:

- Collaborate and learn from one another through shared experiences;
- Are supported to set their own challenges in their physical environment and in their learning;
- Access resources independently;
- Use their senses to explore and investigate;
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning; and
- Play together and individually; through play children are able to make sense of the world and they can practise and use skills to show what they know and can do.

The Environment and Resources in the EYFS

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment.

IMPACT

- The majority of children in Reception reach the ELG by the end of Summer and have made good progress from their starting points. They will have the skills needed in order for them to make further progress as they proceed through the school, especially in reading, writing and mathematics and in their confidence to ask questions, be curious and to be resilient when facing challenges.

- Children develop the Characteristics of Effective Learning which helps them through the rest of school
- Children develop the ability to manage risks
- Children enjoy being independent in managing themselves and their learning
- Parents feel part of the school community
- Children have high levels of wellbeing and involvement