

Early Years Foundation Stage – Reception Year

At Borough Green Primary School, the aim of the Early Years Foundation Stage Reception Year is to provide each child with the best possible start to their time at school, and to ensure that they form and build excellent learning behaviours and develop the skills needed to succeed later in life. Our curriculum is designed with this in mind and follows the EYFS statutory Framework as well as the Development Matters 2021 non-statutory guidance.

Intent

Our curriculum is designed to recognise children's prior learning and individual needs, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the smoothest possible transition into our reception classes at Borough Green Primary School, ensuring everyone reaches their full potential from their various starting points. In line with our whole-school vision, we focus on the child first, pupil second, making sure that they are happy and cared for, thus becoming successful pupils. Our children's physical and mental wellbeing is important—we teach them self-regulation techniques and how to make and build positive relationships right from when they join us.

Our curriculum has been designed to enable children to reach their full potential through the characteristics of effective learning (Playing and Exploring, Active Learning, Creating and Thinking Critically). We strive for our children to develop deep level learning across the Prime areas (Physical Development; Personal, Social and Emotional Development; Communication and Language) and the Core areas (Mathematics, Literacy, Expressive Arts and Design and Understanding the World). Our enabling environments and nurturing, skilful adult interactions promote self-confidence, resilience and empathy and support the children to broaden their independent learning both physically and mentally.

We believe that high level engagement ensures high level attainment. We therefore provide a fully inclusive and motivating and enabling curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play to support their natural skills, abilities and personalities. We have planned a curriculum that is age-appropriate while also reflecting the curriculum intentions of the school and incorporating children's interests and ideas to foster a lifelong love of learning both in and outside of school. Our child-initiated learning sessions, while resourced with enhancements from the Cornerstones Curriculum, allow children to have the freedom to create their own play opportunities., encouraging children to be active learners by providing opportunities for children to follow their own interests and ideas by providing an environment that invites exploration and engagement.

The love of stories, books and reading is integral to our curriculum in the Early Years Foundation Stage Reception Year at Borough Green Primary School. Stories chosen by the children are read daily by adults both in child-initiated time and during snack times. Each classroom has its own small reading area for personal choice to ensure a love of reading from an early age. We aim to instil a lifelong love of reading, carefully choosing fiction, non-fiction and poetry to deepen knowledge, widen vocabulary and evoke responses in our early readers.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year One. We aim for our children to leave our Early Years ready for school life and as happy, confident and skilful communicators who are curious about the world around them. We have high expectations for all our unique children, and we aim to lay a secure foundation for future learning for each child.

Implementation:

Teaching and learning in Borough Green Primary School early Years Foundation Stage Reception Year is designed in a sequential way, using the guidance from Development Matters, to ensure progress towards the end of year Early Learning Goals (ELG's) with the aim of preparing our children to seamlessly progress into KS1. Our plans are flexible to allow us to respond quickly to children's new interests and/or needs. We pride ourselves on flexible planning to allow us to respond quickly to children's new interests or needs.

Importance is placed on talk and opportunities for discussion and conversation are plentiful. Our curriculum is language rich with stories, non-fiction, poetry and Nursery Rhymes at its heart. We use the Speech and Language programme to assess children's starting points and develop interventions to support any child that may need a boost in their communication and language skills.

We follow the New EYFS framework (2021), within which are four guiding principles which shape our practice as follows.

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. **Children develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

From the moment children arrive in our Reception Year at Borough Green Primary School, we quickly establish daily routines which support our children to feel happy, secure and safe. Our curriculum ensures an effective balance of adult-initiated and child led learning, enabling children to display high levels of concentration, creativity, energy and persistence. Our children learn about risks and safety, how to make good choices and gain an understanding of boundaries.

We carefully timetable uninterrupted periods where our continuous provision covers all areas of the EYFS curriculum and allows the children time to reach a deep level of involvement as they engage, making independent choices to actively play, and take control of their own learning. We understand that in times when a child is on their own independent learning journey the environment plays a significant role in the development of open-ended creativity, imagination and high order thinking skills. Resources are carefully

selected to meet the development needs of the children to enhance potential for new learning and consolidate prior learning. Resources, in particular loose parts, are enhanced to reflect children's interests; devoted staff arrange areas for children to discover, experiment and explore are key themes.

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. Our dedicated team records 'Wow!' moments – when a child does or says something that demonstrates progress or skill in a particular area. Wow moments are also welcomed and celebrated from home. We use an online Learning Journal called Tapestry to help us record these key achievements.

Adult-led sessions are planned for writing, reading, phonics and maths, using a variety of up-to-date methods. These sessions are planned with adaptations for our current cohort to meet the needs of all children, using prior knowledge of the child's learning experiences and guidance from the EYFS document 'Development Matters', 2021 alongside the 'Little Wandle' phonics programme, Mastering Number and White Rose Maths and best practice for The Write Stuff.

Reading and Phonics

Reading is an integral part of our Early Years at Borough green Primary School: Reception children are read to at least 3 times a day at school in addition to books provided for home reading. We place great importance on the daily teaching of phonics, alongside fostering a lifelong love of reading. Lessons are planned to enrich vocabulary, evoke responses and deepen knowledge through stories, non-fiction and poetry, incidental opportunities are exploited, and vocabulary is discussed with the intention of building background knowledge so pupils can comprehend the content of a text.

Our children are encouraged to read at home every day. All children in our Early Years visit the library once a week and choose books to take home and share with their family. These visits are popular and as soon as the children join us, they are introduced to our school Library. Both Reception classes also have their own 'Little Library' and reading corners.

Phonics: Systematic synthetic phonics is taught using 'Little Wandle Letters and Sounds.' Whole class or small group teaching takes place daily. Phase 1 'Foundations for Phonics' is taught in our Steps to School Nursery so give our children a firm foundation before being introduced to phase 2 in Reception. Each phonics session is 15-20 minutes in duration and follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless.

Guided Reading; Following the Little Wandle Scheme, short group reading sessions takes place daily in Reception and texts are carefully chosen by staff to develop important reading skills of decoding, fluency, comprehension and reading for pleasure.

Individual Reading Encouraging a lifelong love for reading is part of our school vision to create learners for life. All children have their own individual reading books which are phonetically decodable. They also have 'read with me' books and a library book. All children in Reception are heard read individually during the week and we change books as often as possible.

Storytimes: Carefully chosen books are shared as a whole class daily in story times and this is something our children really look forward to. Through experiencing a variety of texts, fiction and non-fiction, our children will become aware of the range of strategies required when reading for different purposes.

Maths

Our curriculum provides opportunities for children to do this in a range of ways including adding and subtracting, using quantities and objects and understanding concepts like weight, position, distance and time. Our maths teaching and learning is carefully planned and sequenced to allow success in achieving the Number and Number Patterns ELG and is based on the NCETM principals of maths mastery. The Number Blocks join us on our mathematical journey and help our children learn and remember more in a playful, fun and exciting way.

Supplemented with White Rose in Continuous Provision, we have a daily maths session in which we teach key concepts in a practical and hands on way and then provide opportunities for skills taught to be applied during our continuous provision. Sustained shared thinking allows children to be supported to use their mathematical skills and knowledge to solve problems, take different approaches and discuss various strategies in their play both indoors and outdoors.

Technology is interwoven through our curriculum as we teach our children how to use and understand everyday devices like iPads, cameras and computers. This equips them for the modern world in which we live.

Impact:

Children's progress in our Early Years is monitored closely from the moment they start; their unique journey is tracked, allowing appropriate support and challenge to be put in place. We react quickly to children at risk of falling behind and intervene to accelerate their learning. Our assessments are integral to our effective teaching and learning. We use both summative and formative assessments in conjunction with each other.

Self-esteem blossoms in our Early Years, children are happy, confident and have a sense of belonging, a positive disposition to learning and are well equipped with a broad range of knowledge and skills to begin the next chapter of their educational journey. We pride ourselves in laying the foundations for success in school and future life and see strong characters emerge who can meet the challenges of an ever-changing world.

Our children have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.