



## **EYFS at Gaskell Primary School**

### **Vision:**

To foster a love for learning where the children feel safe, happy and secure with a strong sense of belonging. We are committed to preparing them for future successes and making them independent learners.

### **What are the aims for the EYFS Curriculum?**

- To make sure that every child has the best possible start in life and the support that enables them to fulfil their potential.
- To enable children to develop through quality experiences that will have a major impact on their future life chances.
- To give them a secure, safe and happy childhood in its own right.
- To enable children to succeed through cooperative and collaborative learning principles.

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years. **The Curriculum for EYFS aims to ensure that all pupils:**

- To promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To keep children safe and promote their welfare.
- To learn and develop well in enabling environments with teaching and support from adults.
- To know that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- To enable children to learn to be strong and independent through positive relationships.

There is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language.

### **What values and drivers underpin the current curriculum content?**

At Gaskell we have key values and drivers which support our children ***'to become successful citizens in today and tomorrow's world'***. In the Early Years we show:

**Happiness:** We are aware of our own joy and the joy of others around us.



**Empathy:** We have an understanding of how our actions affect others and how others actions can affects us.

**Ambition:** We aspire to make a difference by understanding, learning and developing to the best of our abilities.

**Respect:** We respect others and the world around us.

**Resilience:** We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

**Tolerance:** We respect that other people might have different views to ourselves as we live in a diverse community.

**Self-confidence:** We are brave and take risks to explore the environment around us, as well as build positive relationships with others.

In EYFS we are:

### **Healthy Pioneers:**

**World Citizens:** Our children will develop an understanding about where they live and the wider world. Through learning about others, they will understand their role in today and tomorrow's world by developing respect and tolerance towards others. Children are encouraged to challenge themselves to gain high aspirations about what their future 'world of work' may look like.

**Avid Adventurers:** We are passionate that children have their own beliefs. We believe that a curriculum rich in real life experiences develops confidence and resilience. We want them to know that life exists outside school, their home and local community. These learning experiences will ignite the imagination and advance their knowledge and understanding, taking into account their diverse starting points and enrich their experiences of life.

**Confident Communicators:** In EYFS, we will read, talk and engage in discussions to broaden horizons, develop imagination and provide a rich vocabulary through which to construct knowledge and understanding of different opinions. We will be encouraged to talk and write confidently, for a range of purpose and audiences. We will give the children opportunities to think critically by solving problems and making choices.

**Creative Minds:** Individuality and self-expression is promoted throughout the EYFS whilst developing resilience, resourcefulness and risk taking when faced with more challenging tasks. Creativity is encouraged in all areas of learning.



### **How are British Values taught through EYFS?**

British values, including those of mutual respect and tolerance of those with different faiths and beliefs are embedded in the EYFS curriculum. We promote tolerance through different people's ideas, creative responses and understanding of different opinions. Pupils have the opportunity to work independently and as a team to build resilience and self-belief through tasks, sharing ideas and resources, peer assessment and supporting each other.

### **EYFS Intent, Implementation and Impact**

#### **Why has the specific content knowledge been selected? Why is it taught in the order that it is?**

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Gaskell, ensuring each individual reaches their full potential from their various starting points. The curriculum enables children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language. We follow Develop Matter as it sets the standards for learning, development and care for children from birth to 5 years. 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 1.

#### **How is the EYFS curriculum taught at Gaskell Primary School?**

We provide in the moment planning. In the moment planning is a very simple idea – observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment. There is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development, Physical Development and Communication and Language. Lots of stories are read to the children and discussions take place. In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. Phonics is taught following RWINC and maths follows White Rose in line with the rest of the school.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our robust planning, assessment and CPD opportunities. Our inclusive approach means that all children learn together, but we have a range of additional intervention



and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge.

### **What is the impact?**

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The RBA (Statutory Reception Baseline Assessment) is completed within the first 6 weeks of a child's time in reception. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

We ensure that children at in Early Years are equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 1 and for life as a citizen in the wider world. We want our children to have a passion for learning, and to have an understanding of the world around them. At the end of their time in Early Years, we want our children to be able to have the skills, knowledge and confidence to continue their journey as authors, , mathematicians, scientists, historians, artists and geographers.