

Askwith Primary School

EYFS rationale

Our curriculum offer for all children, in all areas of learning and development, begins in Early Years. '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.'

EYFS Statutory Framework, 2021

At Askwith Primary School, we recognise the importance of an inclusive, high quality education for **all** children. The Early Years Foundation Stage Framework (EYFS Framework) sets the statutory standards for the development, learning and care of children from birth to age five.

There are four overarching, guiding principles stated in the EYFS Framework which shape early years practice at Askwith Primary:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- 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
- **learning and development is very important**. Children develop and learn at different rates

Knowledge in EYFS

- There are 7 areas of learning in the EYFS and these are split into the 17 Early Learning Goals that the children will progress towards in their early education and then be assessed against at the end of the Reception year
- Knowledge in the EYFS refers to the understanding and application of the prime areas (3) and specific areas (4) of learning. All areas of learning are planned out and taught in a systematic way, to build knowledge through small steps, at the appropriate time in the year. The prime areas provide the foundations for children's learning and development and these are strengthened through the specific areas of learning

Areas of learning:

Prime Areas	Aspect
Communication and Language	ELG 1: Listening, Attention and Understanding
	ELG 2: Speaking
Physical development	ELG 3: Gross Motor
	ELG 4: Fine Motor
Personal, social and emotional development	ELG 5: Self-regulation
	ELG 6: Managing self
	ELG 7: Building Relationships
Specific Areas	Aspect
Literacy	ELG 8: Comprehension
	ELG 9: Word Reading
	ELG 10: Writing
Mathematics	ELG 11: Number
	ELG 12: Numerical Patterns
Understanding the world	ELG 13: Past and Present
	ELG 14: People, Culture and Communities
	ELG 15: The natural world
Expressive arts and design	ELG 16: Creating with materials
	ELG 17: Being imaginative and expressive

How is knowledge built in EYFS?

During focus sessions:

- connected knowledge is checked
- teach new knowledge in small steps
- deliberately practise connected knowledge and new knowledge
- check that knowledge is being built

During continuous provision areas:

- a wide range of provision to support all 7 areas of learning
- language rich to develop vocabulary knowledge
- include:
 - learning (question based on Bloom's Taxonomy) prompts to support high quality interactions
 - key vocabulary
 - phonically decodable books/words for reception
 - picture books for nursery
 - 'Ask me' books
 - labels for organisation (images/words depending on phase)

Enhanced provision (planned within continuous provision) to:

- meet children's ongoing needs through high quality adult interactions
- support learning of new knowledge

- deliberately practise connected/new knowledge from focus sessions

Substantive Knowledge is the understanding and use of knowledge across the seven areas of learning. In the prime areas, this is how to listen, speak and communicate effectively, how to self-regulate and manage themselves. It also refers to personal, social and emotional development including how to make and build relationships, manage feelings and behaviour and build confidence and self-esteem. In the specific areas, substantive knowledge is the acquisition of key concepts which are taught sequentially through adult-led teaching and those which are enhanced in provision.

Disciplinary Knowledge is the interpretation and application of learnt knowledge and skills from the prime and specific areas of learning. Children are given opportunities to apply knowledge and skills in continuous provision, enhanced provision and focus sessions. Examples include, using substantive knowledge of colour mixing in their own paintings or applying phonic knowledge to read their own independent writing.

SMSC in EYFS

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the EYFS curriculum.

Spiritual education is explored as part of many aspects of the EYFS curriculum. Children are given the opportunity to reflect on special places and people in their lives and to appreciate the beauty of plants in nature in *Understanding the World*, to express their feelings by painting or creating music in *Expressive Arts and Design* and to spend time outdoors, tackling the challenges that weather provides whilst developing their gross motor skills in *Physical Development*. In the wider curriculum, we strive to provide many opportunities for children in the EYFS to develop spiritually. Trips to *Grassington Woods*, *Harlow Carr* and *Leeds City Art Gallery* have enabled the children to be reflective, appreciate nature, become 'lost' in a painting and be in awe of human capabilities.

Moral education is an important aspect of the EYFS curriculum, particularly within the PSED (Personal, Social and Emotional Development) curriculum which links directly to the PSHE whole school progression document. Every day, the children are given the opportunity to discuss ways to solve problems, how to manage their own feelings and how to help others and this is embedded through many opportunities in provision.

Social education and effective communication underpin all areas in the EYFS. Ensuring high-quality interactions between children, their peers and adults is a priority in the EYFS. This is achieved with question prompts in all areas of learning and by providing a vocabulary rich environment with labels, keywords, displays and decodable books.

Cultural awareness is explored through units in *Understanding the World* such as 'Other Countries', 'Past and Present' and 'Religions and Cultures'. Discussions around the Fundamental

British Values and Global Themes begin in the EYFS and our literature lists enable the children to explore a range of different cultures.

Characteristics of effective learning

Children learn and develop at different rates. The three characteristics of effective teaching and learning show the different ways that children may learn. These factors play a central role in children's learning and in becoming an effective learner. They focus on the processes involved in learning, rather than outcomes. Adults' interactions reveal and guide children's characteristics of learning and use these to plan for children's learning needs and to plan appropriate teaching and learning opportunities.

In the EYFS, play based learning is inherently creative whereby children learn through the characteristics of effective learning. Children play and explore, develop into active learners and create and think critically about their learning. Children develop in motivation, have their own ideas, make links between what they know and choose their own way to do things and solve problems.

Key Person

Each child is assigned a key person and parents are informed who this is at the start of the year. A key person is a named member of staff with responsibilities for a group of children to help them feel safe and cared for. This involves responding sensitively to children's needs, behaviours and feelings by giving them reassurance. A key person fosters close bonds and supports children to feel settled, happy and more confident to explore and become capable learners. The key person is a role model for children who they can relate to and rely on to help them with personal, social, emotional and physical development. Within our setting, children are assigned one main key person. In addition to the child's key person, there are other key adults in the setting and we aim to ensure that children build strong bonds with a range of familiar, caring and trusted adults.

EYFS is an area that will be developed in 2024-2025.

EYFS development 2024-2025	
Intent	Implementation
<ul style="list-style-type: none">• Create nursery essential knowledge documents	<ul style="list-style-type: none">• Use Reception essential knowledge documents and design a format for the nursery essential knowledge documents• Ensure that format supports use of Development Matters / Birth to Five Matters
<ul style="list-style-type: none">• Develop a cohesive EYFS and KS1 unit	<ul style="list-style-type: none">• Timetable in place• Develop use of provision based on need

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| | <ul style="list-style-type: none">• Use all classrooms efficiently• Plan carefully for each child to guarantee a smooth transition into KS1 |
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Reviewed September 2024