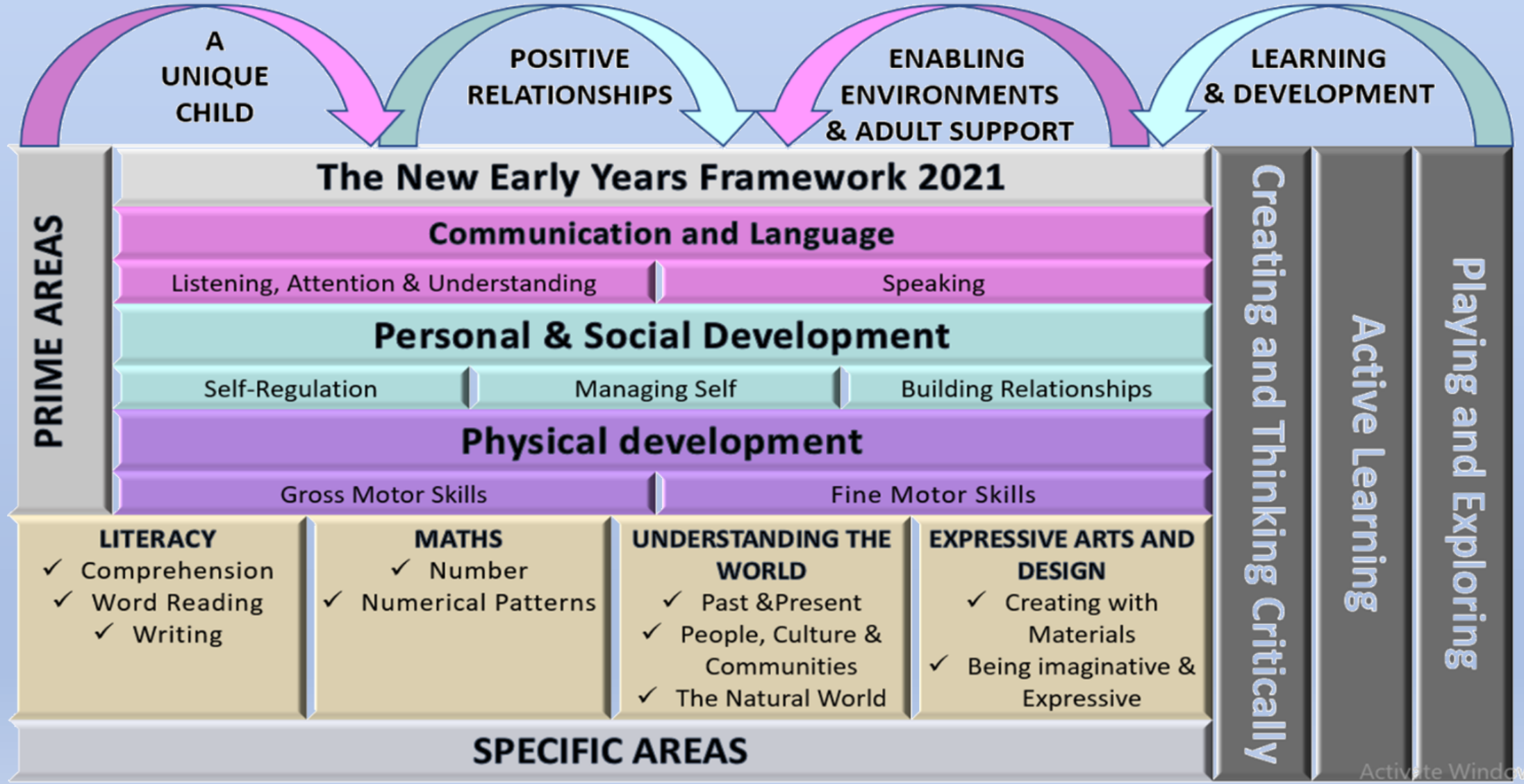
Quality of Education in the Early Years Foundation Stage

Freemantle
Church of England Community Academy
Creativity. Fellowship. Courage.

The EYFS Framework



Intent

At Freemantle C.E. Community Academy we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning, enriching our children's cultural capital. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Our Nursery and Reception Goals outline what we want our children to achieve by the end of each year group. The progression leading up to these steps are shared, understood and discussed by our practitioners who reflect and respond to learning in the moment.

Implementation

At Freemantle C.E. Community Academy we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes and high-quality texts and stories, providing time for quality interactions between adults and between peers.

Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have developed our school environment and curriculum to enable our children to strengthen their core muscles through purposeful physical play. Our children develop through wonderful, exploratory, sensory experiences both indoors and out, making the most of our school grounds. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

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Implementation

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The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. We use the app Marvellous Me to ensure parents are involved in their child's education and to facilitate communication between home and school. We also use Tapestry for targeted observations and to work on children's next steps in partnership with parents.

Impact

As part of the learning and teaching process, children are assessed regularly in relation to their progress to examine whether they are on track with their learning. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Where children are not on track with their learning, this is shared and discussed sensitively with parent and carers. Following this agreed and carefully chosen activities and interventions are planned and implemented to support children to continue to make progress.

Nursery Curriculum Goals

Communication and Language	To become a ***lively listener*** and ***chirpy chatterbox*** in everyday play and focussed sessions, showing the ability to listen carefully, follow instructions, and think through and extend their ideas, using a developing range of vocabulary.
Personal, Social and Emotional Development	To settle in and become a ***star student*** who interacts with others, shares thoughts and resources patiently, and shows perseverance, persistence and confidence in their play and interactions, understanding their feelings and those of others. To develop confidence and independence in managing their personal care.
Physical Development	To become an ***eager athlete***, who is a creative and adaptive mover, and can confidently use the balance bikes and scooters. To develop ***fabulous fingers***, showing control when manipulating equipment and mark making tools safely and with increasing skill.
Literacy	To become a ***superhero sound spy***, who can tune into, listen and remember sounds. To become a ***bold book lover***, who enjoys sharing a range of books and is excited to learn and use new vocabulary related to stories, poems and songs. To become a ***marvellous mark maker***, who adds detail to their pictures and can write the first two letters of their name.
Mathematics	To become a ***curious counter*****,** using mathematical knowledge and language naturally in everyday play, subitising, counting and representing marks to at least 5, as well as exploring comparison and measure. To be a ***capable constructor***, using blocks and shapes to make increasingly complex constructions.
Understanding the World	To become an ***adventurous explorer***, who shows curiosity about the world around them through hands on exploration, and talks about what they can see, noticing differences and making connections.
Expressive Arts and Design	To become an ***emerging artist***, who explores materials freely and with purpose and develops their skills and techniques to make simple representations and creations. To become a ***sassy singer***, singing songs and exploring pitch, tone and melody.

Reception Curriculum Goals

Communication and Language	To become a ***confident communicator*** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions, and use new vocabulary to explain ideas and feelings.
Personal, Social and Emotional Development	To become an ***independent individual*** who can follow the behavioural expectations of the setting, show perseverance in challenging situations, and manage their own basic needs. To also become a ***fantastic friend*****,** showing empathy, kindness and the ability to play cooperatively with their peers.
Physical Development	To develop their fine and gross motor skills so that they become ***amazing athletes*** and ***talented tool users.*** To show strength, balance and coordination whilst moving safely and confidently in a range of ways. To use and hold pencils effectively and use a range of tools (e.g. scissors) confidently and safely.
Literacy (comprehension and reading)	To become a ***brilliant bookworm*** who shows a love for reading, uses new vocabulary to talk about what they have read or listened to, and competently reads words and simple sentences (using single sounds and digraphs they have learnt).
Literacy (writing)	To become a ***wow writer*** who can write letters that are formed correctly, and write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by themselves and others.
Mathematics	To become a ***master of maths*** who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.
Understanding the World	To become an ***exceptional explorer*** who investigates challenges with an inquiring mind, drawing on knowledge from books and their experiences, to observe, remember, explain and predict. To understand and talk about differences between times and places.
Expressive Arts and Design	To become a ***dynamic designer*** who can choose and safely use the resources they need to make their creations, and talk about what they have made and how they have made it. To also become a ***proud performer*** who can perform a song, poem or dance to an audience and retell stories with expression and confidence.