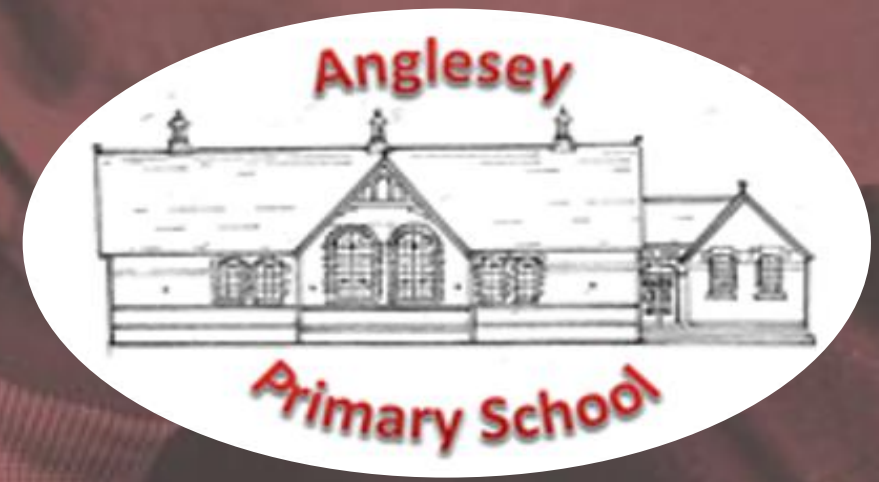




How we teach EYFS at Anglesey

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Our School Vision:

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

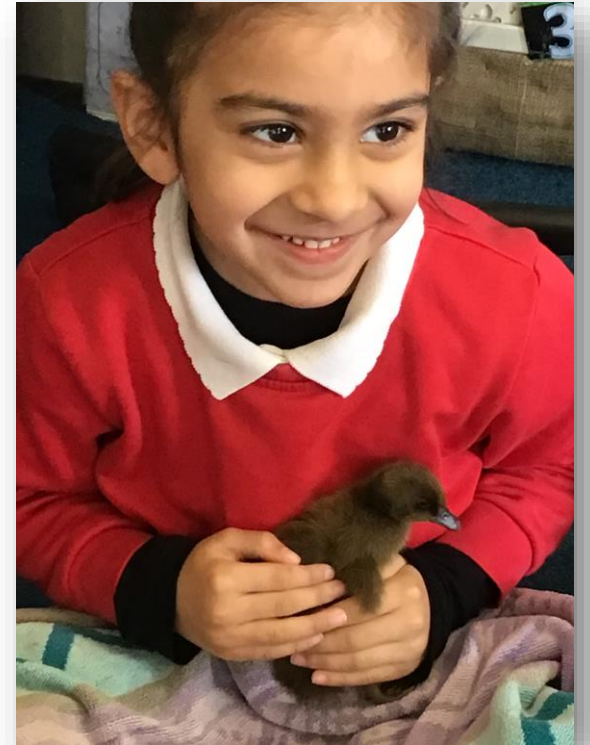
Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful... *Today, tomorrow and in the future.*

1. Vision Statement

We intend for our children to be inquisitive, resilient and independent learners through providing an ambitious, rich Early Years curriculum that ensures all learners including those who are vulnerable or who have SEND make at least good or better progress from their starting points.

In EYFS we are inspired by the Curiosity Approach which has elements of Regio Emilia and Montessori, an approach that enables our children to become 'independent learners' as they are given the opportunity to 'do and think for themselves', rather than being passive learners who only follow adult led directions.

The learning environment is nurturing, challenging and supportive of all needs and abilities. Children are given the autonomy in leading their own learning through play whilst making independent choices.



2. Subject Implementation

We have tailored our EYFS curriculum using the Birth to 5 Matters and the Development Matters frameworks. The Characteristics of Effective Teaching and Learning are used to plan, prepare and assess each child's learning style, in order to fully understand how our children learn and be able to move their learning forward.

Provocations are an integral part of the EYFS curriculum, alongside continuous provision within the indoor and outdoor classroom. Children's interests are considered to further provoke curiosity and deepen understanding e.g. animals trapped in an ice capsule... how can we help them to get out?

A range of questioning is used during the children's 'child-initiated' time to facilitate their learning and give them the opportunity to build and reflect on their previous experiences and make connections across the curriculum. Problem solving and reasoning is modelled and encouraged across the EYFS and children are encouraged to work collaboratively. During adult led teaching and learning, questioning is modelled and skills are scaffolded, in order for the children to use those skills independently and think more deeply to gain further understanding. This creates an ethos of challenge in a safe, secure, supportive environment, which allows them to independently explain their thinking and strategies and be able to give reasons for choices.

Trips and visits from external providers are incorporated to provide reasons for learning and to inspire pupils, many of whom have very limited experiences outside of school e.g. farm trip, park trip, falconry, the animal man. Pupils can then ask and answer relevant questions, having that first-hand experience. They also provide opportunities for pupils to demonstrate their knowledge and skills and explore their own interests.

CONTINUED...

2. Subject Implementation

We constantly strive to create an environment and curriculum where children are exposed to high quality language in varying forms in a meaningful, deliberate and engaging way, involving the pupils as active participants. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils. Within EYFS we use a variety of intervention programmes to support our children's language development which include; WellComm, Language in Pictures, Attention Autism Bucket, Social Intervention Groups, Forest School, as well as Intensive Interactions within 'child initiated' time.

EYFS staff work closely with the school SENCO to ensure early identification of children who may have additional needs. They take advice and work closely with outside agencies to ensure that children get the right support at the right time, through implementation of individually tailored strategies.

Staff attend regularly CPD and have good knowledge of the EYFS curriculum and pedagogy. They also receive whole school CPD to ensure that they have the required knowledge to ensure children are prepared for their next phase of learning. Regularly monitor of children's progress through moderation, pupil progress meetings and pupil voice ensure that children make at least expected progress and where they are not, children are identified early and additional support is put in place.

To prepare our pupils for the next stage of their education, we focus heavily on transition in the summer term. They have time to meet their teacher, experience their new environment and gain an understanding of the expectations of their new year group. We also ensure that children entering school are ready to learn within the EYFS environment by carefully planning transition based on the children's individual needs.

In EYFS we work closely with parents and provide a variety of Parent workshops so that parents feel supported, valued and are involved in their children's learning. We use an on-line journal called Tapestry to observe the children and communicate with parents, so they can support learning at home.

The children take part in initiatives aimed at developing life skills (e.g. business enterprise week), raising aspirations through careers (e.g. police, fire service, dentist) and working with the wider community in a positive way (e.g. charity work).

3. Meeting the aims of the EYFS Curriculum

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

Four guiding principles should shape practice in early years settings.

These are:

- 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.
- importance of learning and development. Children develop and learn at different rates.

3. Meeting the aims of the EYFS Curriculum

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and interconnected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

4. Forest School in EYFS

Forest School is a child-centred learning process, providing learner inspired, hands-on experiences in the natural environment. It's creative and can increase a child's confidence as they problem-solve and learn to manage risks and build resilience.

Forest School encourages children to explore the natural environment and learn in it.

It further develops pupils communication and language, personal, social and emotional development and their understanding of the world.



In forest school, we made a fire. I toasted a marshmallow. We learnt about the fire triangle and now I know that a fire needs fuel, oxygen and heat to keep going.

5. Subject Impact

Children achieve a Good Level of Development at the end of Reception.

Children are inquisitive and resilient leading to independent learners who have confidence in their own ability and are comfortable asking and answering questions.

Children are confident to work independently and have a range of strategies to support their learning. Children manage their own behaviour and take responsibility for their self-care and belongings.

The learning environment enables the children to access high quality continuous provision that supports children's emerging learning needs.

Parents are involved in their children's learning through workshops and the schools on-line journal which supports good home-school links.



6. Nursery photos



7. Reception photos



8. Pupil Voice

I built a house using wooden blocks and bricks. The house had a door so the bugs could get in and out. All houses have a door.

We are doctors. We make the patient better. We work at the hospital.

I helped my friend to balance along the crates. I'm a good friend. I like to help people.

We shared the cubes into two groups. The groups have to be the same. It has to be fair.



I made a fruit salad. The bark is strawberries, blueberries and watermelon. I mixed it all together and gave it to Mr Hussain. He said, "mmmm that's yummy".

We were playing the floor is lava outside. The crates are safe, and the wooden blocks are lava, well they weren't, but Leandra changed her mind and then I got caught in the lava. I think I fell, I was wobbly and trying to keep my balance.