

Early Years at Langford Village Community Primary School

Intent:

In the Foundation Stage Unit at Langford Village Community Primary School, we place great value on the strong foundations of child development and children as individuals. It is our intent that all children, regardless of their background, circumstances or needs, develop physically, verbally, cognitively, and emotionally in an environment which values and celebrates all cultures, communities, and people.

We work collaboratively with parents and carers to provide our children with the knowledge, skills, understanding, and attitudes they need so that they can go on to be confident and independent, to believe in themselves and interact positively with others, as well as being active citizens of society, and happy, curious life-long learners. We prepare children to reach the Early Learning Goals at the end of the Foundation Stage and to support the future challenges of Key Stage One and beyond.

Our holistic curriculum maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking, following children's interests and ideas, providing opportunities to support learning, as well as to consolidate and deepen existing knowledge.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, and a real love of learning full of warm, positive, and skilful adult interactions that support the children as they begin to link learning to their play and exploration. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside visits into school, and regular Forest School sessions. It is the cultural capital we know our pupils need, rich in wonder and memorable experiences.

There are **four overarching principles in the Early Years Foundation Stage (EYFS)**. Every child is unique and individual and will make progress at different rates. In order to thrive, learn and develop, they need to have opportunities to create positive relationships with others and explore environments that stimulate their curiosity. These principles underpin all aspects of teaching and learning in the Early Years Foundation Stage.

These are:

- **A Unique Child:** every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- **Positive Relationships:** children learn to be strong and independent through positive relationships;
- **Enabling Environments:** children learn and develop well in enabling environments with teaching and learning support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents, guardians and carers; and
- **Learning and Development:** children develop and learn in different ways and at different rates. The framework covers the education and care of all children in our early year's provision, including children with Special Educational Needs and Disabilities (SEND).

We ensure **7 Key Features of Effective Practice** are a focus everything we do:

- The best for every child
- High-quality care
- The Curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: Checking what children have learn
- Self-regulation and executive function
- Partnership with parents



We are supported by Development Matters and Birth to Five Matters documents, alongside the Statutory EYFS Framework. Pupils work towards the Early Learning Goals of the Early Years Foundation Stage Curriculum in Nursery and Reception. The majority of children then move onto the National Curriculum Programmes of Study at the start of Year 1.

Our curriculum covers the seven areas of Learning and Development of the EYFS:

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Our EYFS curriculum aims to enable our children to be:

- **Skilful communicators**, who connect with others through language and play, ensuring that they play in a vocabulary rich environment.
- **Competent and creative learners**, who are curious about the world around them
- **Secure and confident**, who enjoy coming to school, learning new skills, and building on their existing knowledge

Our **Curriculum Goals** have been created as an example of what a typical 4–5-year-old will have learnt through our play-based curriculum of high-quality adult interaction and focused activities. It is a part of what we teach children, not all of our curriculum. We recognise all children develop at different rates: some will take longer to develop these skills and may need extra support to do so. Some will exceed our expectations and work at greater depth during activities. All children will be taught from their starting point, making progress from their beginnings.

The Nursery goals focus on the Prime Areas of Learning and Development. The Reception goals continue to develop the Prime Areas and also encompass the Specific Areas.

Curriculum Goals – Nursery

<p>To become a Confident Communicator who can listen to adults and peers, take turns when talking and listening. Listen, enjoy, and join in with familiar stories, rhymes and songs. Express own wants and needs. Begin to ask for help when needed.</p>	<p>To become an Independent Individual who can understand and follow basic rules and routines. Select their own resources for their play. Meet their own care needs (toileting, washing hands, putting shoes on).</p>	<p>To become a Fantastic Friend who can talk about how they are feeling and manage their own emotions with the support of an adult. Accept the needs of others by taking turns and sharing resources. Seek others to share experiences.</p>	<p>To become an Amazing Athlete who can display a growing sense of core body strength, coordination and manipulation of large play equipment. Can confidently cross the midline and show awareness of their physicality and personal space.</p>	<p>To become a Talented Tool User who can use their dominant hand to effectively manipulate one handed tools and equipment. Use a pincer grip to manipulate resources such as pegs and zips. Start to use a pencil effectively in a tripod grip.</p>
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Curriculum Goals - Reception

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	To become an Independent Individual who can follow the classroom rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy	To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment	To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using sounds they have learnt)
To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) for a purpose that can be read by others	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns, subitise, compare, recall number bonds to 5, and develop spatial reasoning skills	To become an Exceptional Explorer who can use their senses to show curiosity about the world around them, observe, investigate, and care for all living things, and understand some differences between times and places	To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Bicester is special, have an awareness of other people's cultures and beliefs	To become a Proud Performer who can perform a song, poem, or dance to an audience, retell and create stories with expression and confidence, play a range of percussion instruments, exploring different rhythms and beats	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it, use their model as a prop to enhance their play

Implementation:

We aim to achieve our curriculum intent by providing high quality teaching and learning in a language rich environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers.

At Langford Village, we value, respect and care for all of our children, each child is unique and brings an irreplaceable value to our classrooms. We provide a curriculum which is based upon bringing in diverse and rich learning opportunities from which they can make links to the world around them and develop a range of transferable skills.

The Role of The Adult

The adults in the Foundation Stage Unit facilitate learning delivering quality first teaching, providing support when needed, and to help create a loving, fun and safe environment. They do this through observations and interactions; our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

An Enabling Environment

We plan for an exciting and enabling environment building on skills taught and following our chosen topic theme as well as the children's interests. As children's interest are spontaneous, our teaching and our environment is reactive to this. This means throughout each day children can choose their own resources to support their chosen activity and adults may adapt and change environment areas, and ideas the children have for their play, enriching and enhancing the learning.



Observations

All observations made of the children are based on quality play experiences, whether they be independent, interactions between children, or children and adults. When we interact with the children, we aim to spot a 'teachable moment' from which to extend their learning. Interacting with the children based on their interests helps the child feel valued, interesting, important, and capable. We are able to gain a good understanding of the child's knowledge, skills, attitude, understanding and progress through the cycle of observation, assessment, planning. Emphasis is highly placed on using open ended learning opportunities supported by careful questioning 'I wonder...' statements e.g., 'I wonder if...', 'I wonder what...', 'I wonder how...' etc. We feel this approach to questioning is a lot less pressurising than direct questioning and allows children to share information and join in a discussion more readily. We also work alongside parents and ask them to share their child's observations and experiences outside of school by making observations on their child's Tapestry account that we can share in school. The characteristics of effective teaching and learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Characteristics of Effective Teaching and Learning

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Activities

Alongside children engaging in their own 'continuous learning' time, we have a balance of whole class carpet time sessions where teachers deliver rigorous directed teaching. Langford Village School FSU follows the following programmes so that all children meet good outcomes in all areas:

- WellComm
- Jigsaw
- Squiggle while you Wiggle
- FFT 'Success for All' phonics and reading programme
- Jane Considine's 'Write Stuff in the Early Years'
- White Rose Hub
- Maths Mastery

We have an inclusive approach to learning, which means that all children learn together as a class for much of our carpet times, however we do have a range of additional keep up sessions, interventions, and support in place to enhance and scaffold children. This includes, for example, WellComm and Spirals to help develop Communication and Interaction skills, or additional Lightning Squad groups in phonics.

Ofsted definition of teaching (2015)

'Teaching is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress.'



Impact:

Our curriculum meets the needs of all of our children, including our disadvantaged pupils, EYPP/PP, EAL, and those with SEND. From their different starting points, all children will make good progress academically, emotionally, creatively, socially, and physically. Knowledge, understanding, and skills will be secured and embedded so that children attain highly and are fully prepared for Key Stage One.

This is achieved through

- quality first teaching,
- talking to children,
- looking at their work,
- observing their play and learning experiences,
- analysing data and progress by year group, class, groups, and individuals

Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept on Tapestry online learning journals which children use to reflect on their progress through pupil voice. We regularly celebrate progress with children by looking through Tapestry learning journals.

An integral aspect of the curriculum is that children are prepared for the future – during their time in the school, they become fantastic role models and the very best version of themselves. Their individual identity is valued, and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel now and, in the future, based upon their own personal strengths, interests and core values.

Children develop their learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our enriched play-based curriculum, quality first teaching, as well as our continuous and enhanced environment – a rich diet of balanced play and learning experiences is undoubtedly the best way to develop happy, curious children.

Final assessment point

At the end of the Reception year, children will be assessed against the 17 Early Learning Goals as set out in the EYFS.

Communication and Language - ELG: Listening, Attention and Understanding, ELG: Speaking

Personal, Social and Emotional Development - ELG: Self-Regulation, ELG: Managing Self, ELG: Building Relationships

Physical Development - ELG: Gross Motor Skills, ELG: Fine Motor Skills

Literacy - ELG: Comprehension, ELG: Word Reading, ELG: Writing

Mathematics - ELG: Number, ELG: Numerical Patterns

Understanding the World - ELG: Past and Present, ELG: People, Culture and Communities, ELG: The Natural World

Expressive Arts and Design - ELG: Creating with Materials, ELG: Being Imaginative and Expressive

