

# Early Years Foundation Stage at Newbottle and Charlton Primary School

This document provides an overview of the EYFS at Newbottle and Charlton Primary School. It outlines our intent, how we implement this within our school and its impact.

## Intent

The Early Years Foundation Stage (EYFS) at Newbottle and Charlton Primary School is where the schooling adventure begins. Our whole school vision and curriculum drivers are interwoven through all aspects of the EYFS curriculum, so the children feel *'safe, supported and cared for.'* (whole school vision). We are much more than just a place of learning – we are a community. We work together to provide the essential knowledge (academic, social, moral, spiritual) that children need to prepare them for their future success and to give children the best possible start to their early education. When children leave Early Years, they should be ready and excited to tackle the new challenges of the next stage of schooling.



### Aims:

- Encourage the children to recognise their unique qualities and attributes and use these in innovative ways - building up their resilience and independence.
- Develop a curiosity which promotes problem-solving, collaboration and cooperation. Have a sense of awe at the world around them and how they can have an impact, especially as we are surrounded by beautiful countryside.
- Create a stimulating, adaptive environment where the children will be engaged and excited about their learning. Giving the children opportunities to develop their interests and inspire new ones in a language rich environment.
- As their personalities grow, express themselves in a confident and meaningful way, respecting the opinions and values of others. Developing fundamental communication skills for their future.

# Implementation



Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage and uses the Birth to 5 Matters document as a starting point. We begin by getting to know the children and their families and developing a strong culture of respect and care. There are 4 principles in the EYFS which underpin everything we do:

**A Unique Child** – we ensure that all staff working within the EYFS team get to know the children as a priority. This way we can ensure that children feel safe and supported and we can understand each child's development. We recognise that they're each their own person and should have the opportunity to develop a positive sense of their own identity.

**Positive Relationships** – Through getting to know the children we are creating positive relationships which enable them to feel safe enough to become strong and independent learners. When the children walk through our doors, we envelope them in a warm and caring environment where they feel a sense of belonging. The children know they will be listened to, and they respect the consistent and clear boundaries. By getting to know the children in such a way, we can pick up on each child's needs, interests, and feelings.

*'When my child joined this school I knew she would be happy. What I didn't expect was the amount of love and care provided by the reception teachers. I am so grateful to you all.'* - Parent Feedback

**Enabling Environments** – Our inside and outdoor environments are carefully designed and planned out to ensure the children have continuous access to stimulating resources and space. Each area is linked to our topic and follows the children's interests. This helps them to build their love of learning and enables the teachers to observe and support them during play. There are opportunities for children to discover and develop a curiosity for the world as well as opportunities for them to take risks and explore.

*'The staff in Oak class are truly remarkable people and teachers who inspire the hearts and minds of their little people and their parents.'* - Parent Feedback

*'Oak class staff are the most fantastic, creative teachers we've ever met, and we will always be grateful to them.'* – Parent Feedback



**Learning and Development** – We understand that children learn at different rates and by getting to know the children we can appropriately support and challenge them in all areas of learning. By ensuring we give the utmost attention to the above 3 principles, we are paving the way for meaningful interactions to support learning and development. There are seven areas of learning and development which are all interconnected:

These are called the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

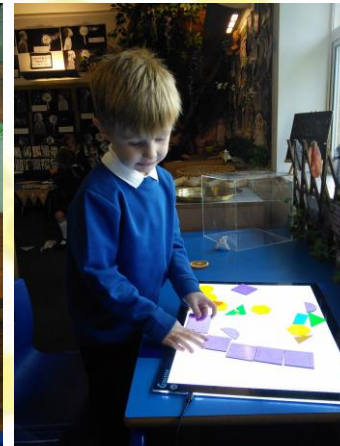


During their time in the Reception Year the children take part in an aspiring curriculum which encompasses the seven areas of learning. This curriculum is designed sequentially to ensure progress towards the end of reception goals and is taught in a variety of ways:

**Child-led learning:** This refers to any activity the child chooses to do without the input of an adult. An adult may observe this type of play and sometimes, they join in to sensitively support and extend children's learning. The adult needs to have a deep understanding of the EYFS to ensure that their interactions are appropriate and not interfering with the important learning which is already taking place through the child's play.

**Adult-led learning:** This means the teacher has a clear outcome of what they want the child to achieve and has planned specific resources to achieve this. This is often done with a short whole class input followed by small group work in areas such as maths, literacy and phonics. As a church of England school, the children take part in daily acts of worship and weekly RE lessons.

Through careful observations of the children's play, the adult can adapt the environment to further the child's curiosity and extend their learning even further. Play isn't a luxury, it's a necessity to their development.



**Reading:** We believe that reading and stories are of the utmost importance, and we place a special emphasis on the magic of reading. Children are immersed in enhancements around the classroom that develop their love of stories and allow them to become familiar with a wide selection of carefully selected texts.

We use Essential Letters and Sounds for delivering phonics and these lessons take place daily. The children are immersed in a multi-sensory program which focuses their attention and develops fundamental decoding skills.

We send reading books home which closely match the sounds the children are learning, and we involve the parents by running information evenings (which continue into year 1), and updates on our online platform.

Children read with an adult in school, and we make this a special time where the children can cosy up in a 'reading robe' and feel a sense of enjoyment from reading. 'Reading buddies' are also sent home with the children to inspire and promote reading at home.



**Continuous Provision:** At Newbottle and Charlton School, the continuous provision is planned and sequenced to ensure purposeful play is happening in each area of the classroom. We then use 'in the moment' enhancements to include activities and provocations which the children are showing a particular interest in. This ensures this children are always engaged and excited about their learning.

The children have access to any resource they may need, which develops their independence and curiosity and enables them to be engaged in their play and grow as an individual. The fundamental skills of our curriculum aims are mostly achieved through this style of learning and our highly experienced staff interact with the children to ensure quality and effective teaching and learning is taking place.

Through carefully planned enhancements, linked to discreet lessons, the children embed skills such as oracy, problem solving, cooperation and innovation – skills which can't always be strengthened without these opportunities. Our carefully planned and defined spaces are the vehicle for learning through continuous provision and enable the children to thrive.

*'Oak class is welcoming from the moment you step through the door, with personal touches for each child throughout. My daughter thrived in this environment and being able to decide what to explore gave her a feeling of independence. Communication was great and we were kept up to date with what they were learning and how we could help at home.'* - Parent Feedback

# Impact

The impact of our wonderful Early Years curriculum is evidenced through the following outcomes:

**Progress and Attainment:** Children make excellent progress in their learning and development, achieving age-appropriate or above-expected levels of attainment across all areas of learning. Gaps in learning are identified early and effectively addressed

**Engagement and Wellbeing:** Children are highly engaged, motivated, and enthusiastic learners who demonstrate confidence, independence, and positive attitudes towards learning. Their emotional well-being is nurtured, leading to a strong sense of belonging and self-esteem.

**Transition to Key Stage 1:** Children transition smoothly to Key Stage 1, equipped with the foundational skills, knowledge, and attitudes necessary for continued success in their educational journey. They exhibit curiosity, resilience, and a love for learning that will support them in the next phase of their schooling.

*'I just wanted to say thank you so much for all your hard work and obvious joy and enthusiasm with the children all the time.'* - Parent comment

**Parental Satisfaction:** Parents and carers report high levels of satisfaction with the Early Years provision, noting the positive impact it has had on their child's development and school readiness. They feel well-informed, involved, and supported in their child's learning.

In conclusion, our Early Years provision embodies a commitment to excellence, equality, and holistic development, ensuring that every child has the best possible start to their educational journey.

