



# Shining Stars Pre-School

## EYFS

Lead: Mrs Doughty & Miss Darby

### *Intent*

At St Weonards we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS Framework 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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.'

### *Underpinned by*

<p><b>Characteristics of Effective Learning</b> We prioritise getting to know every child as an individual aiming to gather enough information to create an informed baseline assessment within six weeks of any child entering our setting. This information is then used to allow us to plan an ambitious curriculum that builds upon what each child knows and can do.</p> <p>As practitioners, we are aware of the different ways that children learn and aim to create an environment that allows learners to play and explore, actively learn and create and think critically.</p>	<p><b>Cultural Capital</b> Our mottos of 'Growing together, learning together' and 'Encouraging every child to shine' drive us to promote ambition in our children. We encourage children to aim high and work to broaden their horizons so that all children have encountered a range of experiences which uncover interests to nurture.</p> <p>The individual nature of the early year's curriculum allows us to engage with children with particular needs in much the same way, seeking appropriate information, knowledge and resources from wider professionals as appropriate to ensure we are effective in our approach.</p>	<p><b>Questioning &amp; Vocabulary</b> Staff knowledge is integral to the success of our early year's provision and training and opportunities to share and reflect on practise crucial to this. Effective communication underpins everything we do and as a team we hold qualifications in ELKLAN, Makaton, Early Talk Boost, Communication Friendly Spaces and Talk4Reading to ensure our knowledge and skills to engage with children are both current and diverse.</p> <p>Talk4Reading, for example, has provided a firm foundation for daily exploration of vocabulary and the opportunity for extended child talk.</p>	<p><b>Knowledge &amp; Skills</b> Our curriculum is coherently planned using the Development Matters as a guide for curriculum coverage. A half termly topic plan incorporating the children's interests identifies the focus areas for learning and development.</p> <p>Meanwhile levelled provision across the foundation stage allows us to ensure that we meet the needs of all children through identifying skill progression in various activities planned for as part of our continuous provision.</p> <p>Children's progress and next steps are reviewed and evaluated as part of daily professional dialogue, as part of weekly planning cycles and</p>
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formally on a termly basis as part of summative assessments. This allows us to ensure that our next steps for children remain, current and challenging and that gaps in learning or areas of lower progress are quickly identified and addressed.

### **Implementation**

During the foundation stage we prioritise learning opportunities that are diverse and meaningful to our children and that allow the growth of transferrable skills. Throughout the foundation stage teaching is designed to help children remember their learning long term. New concepts taught through discreet teaching are then revisited through carefully planning of continuous provision and through practitioner knowledge and questioning of the children. Staff are skilled in scaffolding children allowing them to progress from secured learning to something new and/or more challenging.

### **Implementation in practice**

<p><b>Communication and Language</b></p> <p>The EYFS Framework clearly states that; ‘The development of children’s spoken language underpins all seven areas of learning and development.’</p> <p>We aim to provide children with a diverse range of opportunities that allow them to listen and respond, speak and understand language effectively. Circle time, Jigsaw and Talk4Reading sessions are designed to give children opportunities to converse at length through a variety of topics. Children are exposed to a diverse range of vocabulary through explicit teaching and incidental opportunities. This new vocabulary is repeated and revisited regularly to allow the children to embed it. Continuous provision also relates to the children’s learning experiences allowing them to apply newly learned language in context.</p>	<p><b>Personal, Social and Emotional Development</b></p> <p>In the Early Year’s children are exposed to a positive environment which allows children to feel safe and secure. We ensure that staff spend time getting to know each individual child so that strong supportive relationships can be formed.</p> <p>All staff share clear and consistent expectations of the children which allow the children to develop a positive sense of themselves as well as to grow the confidence to share what they know and can do and to embrace a challenge. Emotions are encouraged and discussions regularly take place about how both adults and children are feeling. Jigsaw Jenie plays a key role in teaching children how to express and manage their emotions successfully.</p> <p>Settling in sessions are also crucial to the emotional security of our youngest children,</p>	<p><b>Physical Development</b></p> <p>The children will develop a wide range of skills with a focus on both fine and gross motor movements. Core strength, stability, balance, spatial awareness, coordination and agility are the key areas the staff use to underpin physical development activity planning and progression.</p> <p>Children are encouraged to develop resilience from the beginning, learning that new skills take time to master but that having a ‘can do’ attitude is the key to success. The Early Years environment encourages children to feel safe and supported to take risks. A diverse range of daily opportunities are provided for children to put their physical skills to use through practical activity. For Reception children, they have a focus weekly session with a sports coach where each half term there is an in depth exploration of an aspect of PE such as throwing and catching.</p>
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<p>All staff are communication role models who have the knowledge and training to adapt their level of communication to suit individual children's needs.</p>	<p>parents are welcomed into the setting with the children to ensure the environment and staff are familiar before they are left.</p>	
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**Literacy**  
 Children are taught Floppy phonics systematically in small developmentally appropriate groups. Clear monitoring is in place and children's progress and groupings are reviewed on a half termly basis. This helps to ensure that the teaching of sounds is consistent, fast paced and in line with the children's reading progression. This is supplemented by phonic word and tricky common exception word card systems that are part of the daily home-school routine. Home reading books are banded according to their phonic content to allow the children to feel empowered in their reading and to make steady progress. While the books mirror phonic levels, the content display varies in order to give the children a diverse reading library. This reading library is further enhanced by morning book share, a Talk4Reading weekly focus text, a daily reading for pleasure story and a weekly new rhyme challenge and library visit.

<p><b>Mathematics</b>          Early mathematics forms an integral part of our daily routine, children thrive off the responsibility of counting how many children are present that day and of having a turn to complete the daily calendar.</p> <p>Reception children take part in a focused maths activity where the concept of every child having a resource is applied. These hands-on sessions ensure every child is fully engaged, raise misconceptions which can be practically addressed and ensure children are familiar with the resources that will feature in their mathematics learning as they journey further up the school.</p>	<p><b>Understanding the World</b>          When exploring the world around them, the children will develop an understanding of communities, how the world they live in works and develop technological skills. Whilst exploring these areas, they will be subjected to key vocabulary and first-hand experiences to help build a firm foundation for learning.</p> <p>Children in the early years take part in weekly Forest School sessions, which is enhanced in the winter months by a creative curriculum carousel where children are given the opportunity to take part in for example cooking, craft and dance experiences.</p> <p>We also endeavour to enrich the curriculum with a termly trip as well as visitors to school such as the local vicar and PCSO, vets, school nurses and a variety of performers/practical workshop providers.</p>	<p><b>Expressive Arts and Design</b>          'The development of children's artistic and cultural awareness supports their imagination and creativity.' (EYFS Framework)</p> <p>At St Weonards, we endeavour to support children to flourish in being creative, to develop the confidence to express themselves in a variety of ways and know that their thoughts and opinions are valued.</p> <p>Song, rhyme and story time are a crucial aspect of our daily routine as well as the continuous provision of role play, construction and creative materials.</p>
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## Impact

We will have helped children work towards gaining the knowledge, skills and understanding they should have in order to be successful learners in multiple areas of learning. Children will evidence what they have learnt in a range of ways and be able to build on skills and knowledge gained in their future education.

### **Pupil Voice**

Through discussion and feedback, children talk enthusiastically about their learning experiences and show a genuine curiosity and interest in the areas they have explored.

### **Evidence in Knowledge**

Children can reflect on knowledge gained by using it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to overcome challenges.

### **Evidence in Skills**

Pupils have acquired key skills in order for their development to be successful in their academic journey. They have developed age appropriate skills which can be built upon in future years.

### **Breadth and Depth**

Staff plan opportunities for pupils to deepen their understanding in all areas of learning through various topics. Pupils have the confidence and are inspired to further their knowledge by displaying positive learning attitudes.