

Early Years Foundation Stage (EYFS) Curriculum



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our children in Yatton Infants, join the Reception class in the year that they turn five years old. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

The Early Years Foundation Stage is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use positive praise and encouragement to help children to develop a positive attitude to learning. In Reception, we also use our Learning Dinosaurs to celebrate children who demonstrate ‘[Yatton Learner](#)’ skills.



Inclusion/Special Educational Needs (SEN)

All children and their families are valued in both our schools. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to

achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

The Federation of Yatton Schools recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are the children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played and their future role, in educating the children. We do this through a number of strategies including: formal and informal meetings, a curriculum evening, organising activities throughout the year that encourage parents to work with their children, inviting parents to make comments through 'WOW' slips and written contact through their child's Tapestry Learning Journal.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment with carefully planned continuous provision. (Please see our Outdoor Policy). Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and early years support staff provide the curriculum in the Reception classes of up to 30 children. There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas

- **Communication and language** – listening and attention, understanding and speaking
- **Physical development** – moving and handling, health and self-care
- **Personal, social and emotional development** – making relationships, self-confidence and self-awareness, managing feelings and behaviour

The specific areas

- **Literacy** - reading, writing
- **Mathematics** – numbers, shape, space and measures
- **Understanding of the world** – People and communities, The world, technology
- **Expressive arts and design** – exploring and using media and materials, being imaginative

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child.

Planned and guided children’s activities will reflect different ways that children learn. We support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and Exploring** – engagement – finding out and exploring, playing with what they know and being willing to ‘have a go’
- **Active learning** – motivation – being involved and concentrating, keeping trying and enjoying achieving what they set out to do.
- **Creating and thinking critically** – thinking – having their own ideas, making links and choosing ways to do things. (Statutory Framework 2012)

Religious Education – We follow the North Somerset framework Awareness, Mystery and Values. During the foundation stage, children begin to explore the world of religion and belief in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live

P.S.E.D is taught through the Jigsaw scheme.