

What makes our Ombersley EYFS curriculum unique?





Early Years Curriculum

Rationale

'Every child deserves the best possible start in life and support to reach their full 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.'

Statutory Framework for the Early Years Foundation Stage (Department for Education, 2021)

EYFS Curriculum Intent

At Ombersley we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and are actively developing relationships with feeder settings. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year group. We are passionate about children leading and engrossing themselves in their learning. We need to embed a language of learning based on the characteristics of effective learning; 'Reach For The Stars', our whole school approach, enables children to understand and talk about their learning experiences using the following words – Challenge, Determination, Being Positive, Taking a Risk, Independence and Effort.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge*
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected*
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals*
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Reception & Year 1 effectively*
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers*



EYFS Curriculum Implementation

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage, updated September 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside. The school follows the Floppy Phonics programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. We teach handwriting over the year.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals. The EYFS team collect evidence of children's learning through work completed in their learning journey book, observations, photos and videos which are shared with parents using the Class Dojo online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are very active and love to use Dojo to record the milestones children make at home during the year.

We love to provide children with opportunities that lots of them have not experienced before or that enhance their learning in school. We go on visits to support this for example a trip to a local wildlife park to learn about different places animals are from or arranging for a local detective to come into school to talk to children about their jobs during a focus on being a detective. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.

By the end of the year, we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Year R working together as teams to develop expertise and confidence in all teaching staff. We do this through monthly team meetings where reflections on practice are made, evaluated and decisions about the best way to move forward to enhance children's learning. The team in Early Years work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.



EYFS Curriculum Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos on recorded on Class Dojo. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. Almost all our children make the expected steps progress or more from their starting points. The judgements of our school are moderated with other schools. This means judgements are secure and consistent with government guidelines. The EYFS coordinator also takes part in Local Authority moderating events.

The teaching and pedagogy are reviewed and evaluated regularly through monthly team meetings with Year 1. These have an agenda and actions which are then reviewed in the following meeting. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice. The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead, the Head teacher and designated Early Years Governor.



Our Curriculum in the EYFS is built around 7 features of effective practice

1. As part of our EYFS curriculum we ensure the best for every child
2. We provide high quality care for all children across all areas of the curriculum
3. We ensure that the curriculum offer is suitably matched to each cohort and the unique child
4. We implement effective pedagogy and practices, which is driven by outcomes of current EYFS research models
5. We implement effective assessment systems to ensure that we know each child's next steps in their learning
6. As part of our personal, social and emotional development offer we ensure that the teaching provision supports each child's ability to self regulate
7. We offer numerous opportunities for parents to engage in their child's learning



Enabling Environments

In the EYFS at Ombersley we have amazing enabling learning environments.

Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.



Curiosity in the EYFS

At Ombersley First School we are passionate about inspiring our children to be the 'thinkers and doers' of the future. We plan our curriculum and enabling environments to ensure that we inspire children to play, think and learn. We provide a wealth of experiences to promote curiosity, awe and wonder.

In the EYFS we

- Provide environments with authentic resources, recycled materials and loose parts that inspire children with open-ended learning opportunities.
- We inspire children to play, tinker, linger and explore
- We ensure that the environments feel homely and inviting, the children love snuggling up on the sofa to read and playing in the home corner with real life objects
- We provide many aspects of nature within our setting
- The resources on offer in the EYFS are easily accessible and thoughtfully presented.
- Areas within the EYFS are 'dressed for engagement,' the resources on offer 'invite' children to play and learn.
- We provide a range of open-ended resources, either materials or objects, that create a context for children to explore their ideas, either independently or with friends. It is an extension or a challenge to stimulate thinking. It deepens or extends children's current interests, ideas and theories. Children are encouraged to make new connections based on their previous knowledge. They develop their innate curiosity, creativity and problem-solving skills, as they deepen their ways of thinking

Our EYFS environments and resources encourage children to learn how to think, not what to think



The role of the adult in our EYFS curriculum



The role of adults and different learning opportunities

The role of the adults in the Early Years is fundamental. A practitioner's good knowledge of Early Years principles in general and of current planning in particular is vital; they should be available to interact with children working in the classroom's learning areas. Children *"also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important"* (Development Matters, 2021).

Effective learning in the Early Years Foundation Stage is the result of a balance between:

Adult-led learning	Adult-guided or adult-initiated	Child-initiated learning
This learning is led and managed by the adult eg Phonics and Maths are good examples of curriculum areas delivered through adult-led learning.	Adults guide learning by their resourcing and support; children independently practise and consolidate previous learning eg Phonics and Maths activities which follow on from an adult-led session.	This is led by the child; the child chooses the context, the resources, the place and the time they spend engaged in the activity. The role of the adult is to develop and deepen a child's thought processes in a way that doesn't 'take over' from what the child is doing and thinking.

Similarly, the balance between different learning activities is also crucial.

Directed activity	Themed / enriched / enhanced activities	Continuous provision
This is focused learning where the teacher plans the objectives and has intended outcomes. The outcomes of this learning can then be transferred and consolidated in other activities. A directed activity can be with the whole class or within a smaller group.	These come from the planned, objective-led activities and children's interests. The adult interacts closely with the children taking their learning forward.	Continuous quality provision in the classroom learning areas helps to ensure continuous learning. In the different classroom learning areas, continuous provision is enhanced through extra resources carefully placed to develop particular learning and interests, or through learning challenges which adults place as a focus for children's activity.

Characteristics of Effective Learning

Our EYFS curriculum encourages the children to learn in different ways.



Characteristics of effective teaching and learning

*The unique child reaches out to relate to people and things through the **characteristics of effective learning**, which can be apparent in all areas of 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 have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring

Children investigate and experience things. They are willing to 'have a go'

Engagement

Active Learning

Children concentrate and keep on trying when they encounter difficulties. They enjoy their achievements

Motivation

Creating and Thinking Critically

Children have and develop their own ideas. They make links between ideas and choose ways to do things

Thinking

We include the 'Sustainability Development Goals' as part of our EYFS curriculum.

We are committed to working together to educate our pupils about the importance of achieving the Sustainability Development Goals (SDGs). We will do this through our curriculum which will deliver and drive key messages about each of our chosen areas.

There are 6 key elements of learning within this curriculum. These elements are key attributes and skills which we aim to instil in our pupils:

The 6 elements and key actions are:

- **Knowledge** - To know more, remember more and be able to do more for the benefit of humanity and the planet.
- **Equality** - To know that everyone's human rights should be protected and respected.
- **Innovation** - To look at things in different ways and find solutions when faced with a challenge.
- **Legacy** - To learn from the past in order to protect our planet now and in the future.
- **Partnership** - To know that greater change can happen when we work together.
- **Sustainability** - To promote the careful use of resources so that they are available in the future.

Cultural Capital in the EYFS – At Ombersley we provide an engaging curriculum that strives to plant seeds of curiosity for future learning.

At Ombersley First School, we view 'cultural capital' as the characteristics, knowledge and skills that promote social mobility, both now and in the future. We ensure that all children are exposed to a wide range of experiences that will develop their cultural capital and give them an advantage in later life. We also recognise that all children have different starting points and so strive to layer experiences that will build over time and hopefully help to close any attainment gaps.

British Values help shape our EYFS Curriculum

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness

- We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children vote daily for the book they'd like read at the end of the day.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

As part of the focus on managing feelings and behaviour:

- We ensure that children understand their own and others' behaviour and its consequences; and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.



Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people and communities

- Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in small group discussions.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people, culture and communities, managing self and building relationships:

- We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Our planning and practice is geared to supporting children to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others including families, faiths, communities, cultures and tradition.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

In the EYFS our curriculum is full of 'wow moments' enrichments, visitors and trips!

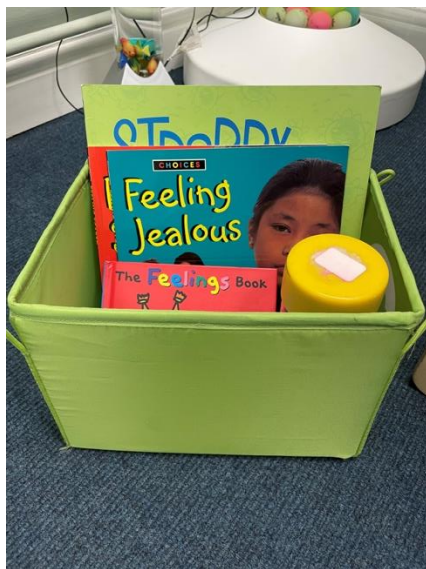


Parental engagement is an important part of our curriculum – we love showing our ‘grown ups’ what we can do!



Personal, social and emotional development is fundamental to our EYFS curriculum

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. In the EYFS we love to explore the own sensory room. We also have a fantastic team who come and help us to talk about our feelings and friends.



Outdoor Learning

As part of our physical development curriculum offer, we involve the children in the EYFS in as many outdoor learning opportunities as possible.

What can children learn and experience outdoors?

Children are naturally inquisitive and learn best when engaged in their environment. Outdoor learning is therefore an important part of the reception year at Ombersley because it stimulates children's curiosity, creativity and imagination. In Reception, children are given regular learning opportunities to achieve, develop confidence and self-esteem through hands on experiences in our wooded area. Children have opportunities to take risks, problem solve and work in collaboration. It also helps children establish a healthy and active lifestyle and offers them the opportunities to use their bodies physically by engaging in various activities.



The children in the EYFS use digital tools to enhance the EYFS curriculum.

Our vision at Ombersley is to teach children to love, learn, live as global citizens in an ever-changing digital world. We are committed to preparing children with the skills to continuously grow whilst equipping them with the knowledge to be digitally safe. Our goal is to nurture a love for learning in every child by providing an engaging curriculum, the latest digital tools and resources and creating inspiring learning opportunities.



Our curriculum in the EYFS promotes a **love of reading.**

Reading sparks imagination, encourages creativity and promotes communication for children. That is why reading makes up such an important part of our Ombersley EYFS curriculum.

We also love visiting our school library.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.

Dr. Seuss

Festivals, Celebrations and Significant Events

In the Early Years our curriculum includes the celebration of a range of festivals and significant events throughout the year. We read key texts linked to the festivals and celebrations and have themed days linked to these events.



Learning to read and write in the EYFS

In the EYFS we follow the Floppy phonics programme. All the teachers and teaching assistants are reading experts. We start to teach our phonics programme in Pre-School.

Floppy Phonics is a phonics based English programme which helps **all** children learn to read fluently and at speed which allows them to focus on developing their skills in comprehension, vocabulary and spelling. Our Pre-School children also love their phonics sessions!



Transition to the EYFS

At Ombersley First School, a child's social and emotional well-being is paramount to ensure a smooth and positive transition into school. We encourage the opportunity for visits to the setting to establish a partnership with parents. Parents/carers are invited into school for a meeting with the Early Years staff. This is an excellent opportunity to ask any questions and ensure all parties are ready for this new start. A profile is completed with parents to support their child with transition. Where possible, we also visit pupils at their current setting, in order to meet with their key worker and to see the child in a setting that they are familiar and secure with. We also invite children to come and visit us in the Summer Term for multiple induction sessions. All of these activities create an invaluable starting point where essential information can be exchanged between staff, parents and carers. The children's first educators are their parents and we want to encourage parents to play an active part in their child's education and support their work within school.



Transition to Year 1 – continuing the learning journey at Ombersley



- Teachers in the Reception year and KS1 will consider what they can do to prepare children for the move into Year 1.
- Year 1 teacher will ensure that their practice and provision is developmentally appropriate for the children coming into their classes and are aware that this may change from year to year.
- Parents/ carers are fully involved in the transition process.
- Focusing on the needs of the 'unique child' will shape and develop appropriate learning experiences in Year 1.
- The pedagogical approaches provided are consistent in the early years and primary phase with appropriate expectations, challenge and support for all learners.
- A curriculum which excites the imagination of every child: therefore, continuing the EYFS approach will work for children in Year 1.
- All Year 1 staff have a knowledge of the EY curriculum and the Characteristics of Learning so they can support all children in a developmentally appropriate way.