# EYFS at Haseltine.

Discovery – Exploration – Growth – Relationships

# At Haseltine we believe that:

Four guiding principles should shape practice in our early years setting;

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

- Children develop and learn in different ways and at different rates.

## You will see that;

***The EYFS environment provides cognitive and physical challenge for all through stimulating provision, rich in problem solving resources and opportunities for open-ended activities that demand critical thinking. These will be accessed over extended periods, allowing depth and breadth of learning to take place. The role of the adult is crucial in spotting teaching opportunities and extending the learning.***

**Curriculum Intent:**

We understand that all children are unique and that they each bring with them a variety of experience, skills and knowledge. We want our children to

- Build on and develop those skills, experiences and knowledge so that each child is equipped to become life-long learners.
- Be safe, secure, confident and happy people.
- Be able to self-regulate and build focus and attention.
- Communicate well with others and develop friendships.
- Love books and share the joy of reading.
- Investigate, explore, discover, review.
- Thrive on challenge.
- Feel valued.
- To achieve the early learning Goals at the end of Reception in preparation for the new challenges of Year 1.

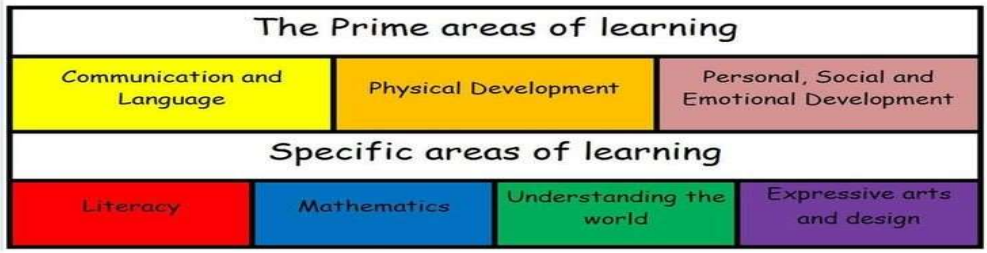
Our curriculum is planned in a way that reflects the interests and the needs of the children. This ensures children fully engage with learning, having high levels of sustained thinking and concentration. Adults then bring their own knowledge, skills and 'wonderings' alongside the children's and so the learning develops and progresses. The environment, which we see as the 'third teacher', is adapted according to these child led lines of enquiry.

**Implementation:**

The ambitious vision we have for our children promotes the development of executive functioning and social skills. (Characteristics of effective teaching and learning.) This prioritizes the development of:

- Problem-solving
- Following directions
- Working memory
- Focus and attention
- Regulation of emotions (behaviour)
- Regulation of impulse - including motor driven - like running,
- moving
- Planning and setting intentions
- Negotiating

These skills are fundamental for language development, literacy and mathematical thinking.



In our EYFS you will see children developing their skills across the **Prime and Specific areas** with various activities that require executive functioning skills. Our children learn through a carefully planned balance of adult directed and child initiated activities. Adults have a weekly plan which consists of adult led sessions for Phonics, Maths and 'Topic' or 'Learning Enquiry'. Alongside this, provocations and other independently accessed learning opportunities are carefully planned in response to the interest and needs of the children. The updated development matters, Birth to 5 and the EYFS framework are all referenced as useful indicators of child development.

We believe that our environment is the 'third teacher' and therefore it fosters exploration and independence, encourages communication and relationships, inspires wonder and curiosity and invites children to thoroughly investigate all possibilities. Children are encouraged to represent their ideas and learning through a range of mediums.

We start each half term with an idea that is not so much a 'topic' in the traditional sense, but rather a spring board to child led investigation. An idea is dropped into their imaginations and then we try to encourage the child's own thoughts and imaginings. The adults guide, question, observe, converse and wonder alongside the children.

Reading is at the heart of all we do. We ensure that quality texts are interwoven with activities and there are opportunities for children to read with and be read to by adults. Purposeful text is all around the environment so that children see there is a real-life context to it as well as it being something we do for pleasure. We follow the Little Wandle phonics program which is taught directly each day in Reception.

We follow a maths mastery approach using White Rose as our guide for promoting mathematical thinking. Whilst maths is taught directly, we also provide opportunities for children to explore these concepts across the provision – be it using concrete manipulatives in the maths area, or by preparing a meal in the home corner; counting, weighing, sharing, following a recipe and using the corresponding mathematical vocabulary as they go through this imaginary process with their peers.

We understand the importance of learning outdoors and children have the opportunity to access the garden for most of the day and children free-flow between the two spaces. There are interventions for those who need more scaffolding to support their learning and equally for those who need further challenge to extend their learning possibilities.

We know and understand our children very well and are therefore able to plan learning that both meets their individual needs and follows their interests. We ensure that the resources we use in our environment reflect the diverse cohort that we have at Haseltine because we know this will inspire them as learners and also help them to be sensitive to and accepting of each other.

**Impact:**

Our curriculum is designed to meet the needs of all our cohort. Children have traditionally come to us with lower than expected attainment for their age. We have been able to close these gaps and lead children towards achieving a good level of development in the Early Learning Goals. From September '21 we will use the Tapestry tracking system to assess children from their entry points in Nursery and Reception up to the end of the year. Using the data that we compile 4 times across the year, we are able to see where gaps may lie and to plan accordingly. We continuously observe the children and add evidence to their electronic 'Learning Journey' which also contains pieces of their learning, photos and contributions from parents. This can be accessed by parents and is a wonderful record of the story of their child's development.

During their time with us in the EYFS, children will be equipped with the skills they need to become successful learners and socially confident young people. They will be active, engaged, focussed, communicative, kind and independent. They will have an interest in understanding the world around them and be excited to find out more, making links across subject areas. Our children will be happy and secure in themselves, able to negotiate successfully with peers and staff alike and at the end of the year they will be ready to make the transition to the next stage of their learning journey in Year One.

# Non-Negotiables in EYFS

**Our learning environment – the third teacher**
Will be enticing and welcoming for all children.
Will be rich in quality books and appropriate printed text.
Will display children's learning and document skill development.
Will provide provocations for learning, following the interests of the children.
Will create awe and wonder.
Will be tidy and well organized.
Will promote independence.

**Our adults**
Will provide a safe and caring environment.
Will interact with the children by exploring new ideas/concepts alongside them, wondering with them, teaching them new skills, modelling conversation and vocabulary and extending their learning experiences.
Will follow Haseltine procedures with regard to behaviour, safe-guarding and health and safety.

**Our Curriculum**
Will follow the interests of the children and be exciting and engaging for all.
Will develop and strengthen skills.
Will enable all children to make progress.
Will promote the characteristics of effective learning.
Will be tailored to the needs of each cohort.

**Working with our parents we;**
Will offer opportunities for guidance on reading/phonics/maths support.
Will communicate regularly (newsletter/padlet/talking at the gate/etc).
Will seek out new and creative ways to engage with our families.