

EARLY YEARS FOUNDATION STAGE

At

MEIR HEATH



Curriculum Design

- Designed to support the development of foundational knowledge, executive function and self-regulation.
- Developed to ensure that children - 'know more', 'do more' and 'remember more'.
- Termly topics linked to children's interests which can therefore be changed
- Topics linked to quality text.
- Designed to support progression to Key Stage One.
- Focused on developing 'awe and wonder' for the world that they live in.
- Designed to provide children with the opportunities to work both independently and guided with adults.



Developing Vocabulary

- 'Our Reading Journey' display in both classes highlights the key vocabulary learned for each text used in topics. These are revisited throughout the year.
- All lessons taught begin with a 'key vocabulary' focus.
- Within the provision, there are reading opportunities provided.

ABC

Provision

- The seven areas of learning are established across the unit with carefully planned provision to support the development of each of these areas as well as children's self-regulation, foundational knowledge and executive function.
- Both indoor and outdoor provision is available daily.
- All provision is changed weekly or enhanced, where appropriate - this is led by observations of play and children's interests.
- All areas of learning have reading and writing opportunities available.



Capital Culture

- We aim to offer a range of activities that ignite curiosity, inspire learning and encourage our children to explore the world around them.
- These opportunities include; exploring seasonal changes, providing role-play areas linked to learning, exploring new musical instruments, music, songs and rhymes, being active outside and using different equipment, celebrating festival and cultural events such as; Christmas, Chinese New Year, Eid. Visit a working farm to support their learning in our 'New Life' topic, reading stories poems and non-fiction books and exploring the new vocabulary. Providing activities where they are invited to take turns and share resources.

Reading

- Early reading is taught using the phonics scheme 'Supersonic Phonic Friends'.
- Phonics is taught daily, from the first day of school and begins with the 'firm foundations' where children explore and enjoy general sound discrimination.
- Once children are able to orally segment and blend the sounds they hear in CVC words they then progress to reading worded books that contain phonic sounds matched to their ability.
- Children read daily within phonic sessions and weekly 1:1 with an adult.
- Those children identified as requiring 'keep up phonic sessions' receive daily targeted support.

supersonic
Phonic friends

Maths



- Children receive a daily Power Maths lesson.
- Lessons ensure that previously taught knowledge is revisited at the beginning of each lesson.
- Weekly guided sessions, with an adult, take place to allow children to complete tasks based on the objective for the week, using the resources available from Power Maths.
- Concrete and pictorial representations are used to support children's understanding.
- Mastering Number sessions taught daily, in addition to the Power Maths lesson, to develop a secure understanding of number.
- Indoor and outdoor provision provides opportunities to consolidate learning.

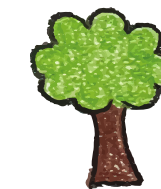


Parental Engagement

- Planned calendar of events: Parent's evening, Big Art, Parent Go outdoors, class assembly, special person lunch, Christmas nativity, Sport day and Graduation assembly.
- Open-door policy.
- Communication shared via Class Dojo, Facebook and weekly homework.

EYFS to KS1

- All areas of the Early years curriculum matched to the Key Stage One curriculum.
- Subject leaders aware of how their subject is taught in Early years.
- Bitmojis and subject names are shared at the beginning of each lesson.
- Lessons begin with a 'when I grow up I could be...' slide to help them to understand how the learning that is taking place will help them in the future.



Assessment

- Daily and weekly informal assessment of learning through observations of play and interaction.
- RBA completed in September.
- Reading assessments take place as part of phonics scheme
- Termly assessments of writing and maths

CPD

- TRUST led CPD - Early Years leaders meetings, early years network meetings.
- Early Excellence roadshow
- Good practice visits to other schools
- Early childhood development training - via gov.uk
- Statutory training linked to safe guarding.