

## **Curriculum Statement for Early Years Foundation Stage (EYFS )**

*“Play is often talked about as if it is a relief from serious learning. But for children, play is serious learning. Play really is the work of childhood.”*

(Fred Rogers)

### **Aims and Objectives**

Our vision for Early Years is to create an inclusive environment that sets the foundations of all learning through play and high-quality opportunities, whilst respecting children’s cultures and celebrating diversity.

### **The Curriculum (Teaching and Learning)**

At Cherry Tree Primary School we believe children deserve the best start to their education and in our Nursery and Reception we are committed to making the child the centre of our work. We provide a stimulating, exciting, spontaneous, ‘take it where it’s going and further’ approach to learning. We support children to develop the confidence to have a go themselves, ask for support when they need it and develop the independence to learn by trial and error.

In our Early Years we will provide opportunities for our children to:

- Explore, enjoy, learn, and practice their new skills and understanding.
- Apply their skills in a range of contexts and for a purpose.
- Develop the confidence and disposition to achieve.

Through these opportunities, we want our children to:

- Be happy, active, independent, confident, and curious learners.
- Make links in their learning.
- Feel valued, respected, and included.
- Be challenged and excited with a real desire to find out more.
- Have a positive ‘I can!’ attitude.

We will:

- Follow the Early Years statutory Framework
- Use Development Matters 2021 as our guide.
- Provide high quality teaching and facilitate high quality learning through our curricular goals.
- Provide opportunities that are both adult-led and child initiated.
- Deliver flexible and responsive teaching and learning.
- Care for and nurture each child by providing a happy, safe environment.
- Be reflective and responsive.
- Value and foster the crucial role of parents and other partners in learning in a child’s journey.

At Cherry Tree Primary School we believe that learning both indoors and outdoors is important for children to develop as an overall child. Our classroom environment both indoor and outdoor will provide children opportunities to develop in all 7 areas: Communication & Language, Personal Social and Emotional Development, Physical Development, Literacy, Maths, Understanding the World and Expressive Arts and Design.

At Cherry Tree Primary School, we have a different focus topic each half term to inspire, intrigue and excite our children, while giving them the opportunities they need to develop and learn.

Each of our topics have “WOW” moments to generate excitement and really give the children an experience to remember. These include dressing up days, cooking, planting and growing seeds and having special visitors.

### **Our Nursery Curriculum Themes**

**Autumn 1 – Favourites** *“Children learn about their own identity and what makes them special.”*

**Autumn 2 – Celebrations** *“Children learn about different celebrations from a number of faiths, including Diwali and Christmas.”*

**Spring 1 – Once Upon a Time** *“Children learn about Traditional Tales and storytelling.”*

**Spring 2 – People Who Help Us** *“Children learn about our local area and different jobs within the local community.”*

**Summer 1 – The Great Outdoors** *“Children learn about their local environment.”*

**Summer 2- Digging for Treasure** *“Children learn about sea travel and animals which live under the sea. We also learn about maps and how to follow them to find treasure”*

### **Our Reception Curriculum Themes**

**Autumn 1 – New Beginnings** *“Children learn about their own identity, what makes them special. We will also focus on people who are special to them.”*

**Autumn 2 – In the Forest** *“Children learn about celebrations including Diwali and Christmas. Our learning is focused through texts set in the forest such as Owl babies and The Gruffalo.”*

**Spring 1 – Once Upon A Time** *“Children will learn through Traditional Tales and the art of storytelling.”*

**Spring 2 –Spring into Action** *“Children will learn about life cycles and new life.”*

**Summer 1 – Oh The Places We Go!** *“Children will learn about transport past and present and why maps are so important. We will also focus on contrasting locations”*

**Summer 2- Under the Sea** *“Children will learn about animals that live under the sea and sea travel. We will also focus on the sea side past and present.”*

## **Becoming a Reader in Early Years**

The most crucial part of learning to read is that children must develop a passion for reading and understand the reason why we need to read. Unless they understand why they are doing it, reading becomes a chore and something to be endured rather than enjoyed.

The role of adults in Early Years:

- The adults must be seen as positive reading role models.
- Children need to watch adults read for pleasure or as part of a shared activity.
- The adults should read a range of fiction, non-fiction and poetry books to individuals and groups.
- To consider the needs and interests of the child.
- Plan continuous provision activities for reading both inside and outside.
- All adults must give each child the confidence to 'have a go'.

We provide:

- A range of reading resources both inside and outside.
- A quiet area for reading with a selection of quality resources, including fiction/non-fiction books, magazines and comics, story phones headphones (containing songs, stories and rhymes)
- A range of books linked to the theme each week.
- Opportunities to support children and parents at home by providing reading books, key word books and letter sounds.
- A range of reading books linked to appropriate phonic stages.
- When appropriate begin small group reading on a shared book, with opportunities for reading 1:1 with an adult.

## **Becoming a writer in Early Years**

The most crucial part of learning to write is that children must develop a passion to write and understand the reason why we need to write. It is important to remember that before a child can write they need to develop the physical ability to manipulate writing tools. Unless children understand why they are doing it, writing becomes a chore and something to be endured rather than enjoyed and this can be made worse where they cannot control writing implements.

The role of adults in Early Years:

- See adults as a positive writing role model.
- See adults write for pleasure or as part of a shared writing activity.
- Give the child the confidence to 'have a go'.
- Celebrate work produced through marking, sharing with others or display.
- To plan both adult led and continuous provision activities using the Early Years Foundation Stage Curriculum.

We provide:

- Free access to quality mark making equipment both inside and outside.
- Activities that encourage mark making/writing for a range of purposes.
- Activities that encourage the development of fine motor skills such as colouring pictures, tracing letters in sand, paint, foam, and pencil control activities.
- Shared/guided writing each week allowing 1:1 support for each child, at their own level of development. These activities will be ability appropriate and have a clear link to the relevant phonic phases.
- Work produced through adult led sessions will be marked according to the skills evident and must be link directly to the relevant phonic phase.

### **Becoming a Mathematician in Early Years**

Teaching mathematical skills in Early Years should start with practical, hands-on activities. There will be little or no written maths produced by the children in adult led sessions, however independent mathematical mark making should always be encouraged.

The role of adults in Early Years:

- Support mathematical development in continuous provision through the observe, assess and plan cycle.
- Support mathematical development by singing counting songs and rhymes and encouraging children to join in games that involve counting.
- To plan both adult led and continuous provision activities that are ability appropriate, using the Early Years Foundation Stage Curriculum and White Rose Maths.

We provide:

- A range of quality mathematical equipment for independent play and exploration through a maths shelf.
- Planned continuous provision activities linking to the theme and/or the needs of the children at that time both indoors and outdoors
- Daily adult led maths sessions, allowing time for small group teaching and independent learning to take place

### **Working with parents**

At Cherry Tree Primary School, we believe that it is important to build good relationships with our parents and work together to shape learning and development.

Throughout the year, parents are invited to take part in virtual parent workshops led by our EYFS staff, to support parents' understanding of the learning taking place in school and how they can continue this learning at home.

We use a communication tool 'Tapestry', which allows us to share photographs and observations of the children in school. Parents are invited to share home learning with us as well.

Parents are able to download the 'Tapestry' app directly to their phone or tablet, and they can share photographs, videos and comments with the school securely.

When home observations are shared, Nursery staff can add their own comments and feedback for parents to read.

## Cherry Tree Nursery Curricular Goals

At the end of Nursery, Cherry Tree children will be able ...	
<b>Communication and Language</b>	To listen and answer questions about a story. To speak in sentences using a growing range of vocabulary.
<b>Personal, Social and Emotional Development</b>	To be self-motivated, curious, and adventurous. To be independent.
<b>Physical Development</b>	To be independent and meet their own needs. To move in a range of ways.
<b>Literacy</b>	To know a repertoire of stories and rhymes. To recognise rhythm and rhyme. To mark make with confidence.
<b>Mathematics</b>	To recognise mathematical patterns. To be inquisitive and curious about numbers around them. To use specific maths vocabulary.
<b>Understanding the World</b>	To know who helps them. To care for a plant.
<b>Expressive Arts and Design</b>	To be imaginative, experiment and create purposefully. To use colours for a purpose. To confidently perform for others.

## **Assessment and Recording**

### **Nursery**

Before a child starts in Nursery we will arrange a home visit or meeting to begin to get to know the child. This meeting is very important and provides an opportunity for parents to talk about their child.

When children start in Nursery we carry out a detailed baseline assessment across all areas of learning which enables us to tailor our provision to build on their prior learning and experiences.

Assessments are made throughout the sessions by Early Years staff and are shared with parents through Tapestry. Tapestry also allows families to share home learning experiences with us. Evidence and progress can be seen in each individual on-line learning journey across all areas of the Early Years Curriculum, whilst assessing the characteristics of our learners.

As a team, with support from parents, we regularly monitor and review progress of all groups of children, including SEND and PPG children to ensure correct levels of support and interventions are in place.

### **Reception**

During a child's first weeks in Reception a home visit or meeting will be arranged if a child has not been at the Cherry Tree Nursery. This meeting is important and provides an opportunity for parents to talk about their child.

When children start in Reception we carry out a detailed baseline assessment across all areas of learning which enables us to tailor our provision to build on their prior learning and experiences.

Assessments are made throughout the sessions by Early Years staff and are shared with parents through Tapestry. Tapestry also allows families to share home learning experiences with us. Evidence and progress can be seen in each individual on-line learning journey across all areas of the Early Years Curriculum, whilst assessing the characteristics of our learners.

As a team, with support from parents, we regularly monitor and review progress of all groups of children, including SEND and PPG children to ensure correct levels of support and interventions are in place.

During Summer term in Reception we complete an EYFS Profile Assessment for each child against the Early Learning Goals.

## Moving into Year One ...

Our approach is that the curriculum in a primary school starts in the Early Years and continues throughout the child's education. The skills and specific knowledge learnt during their time with us in the Early Years gives them a strong foundation in order for them to access the national curriculum in Year One. The schemes and planning tool kits which we use (e.g. White Rose Maths, Jonathan Bond Planning Tool Kit, and Letters and Sounds) all feed seamlessly into the Year One curriculum. At the end of the Reception year we complete an 'Early Years Profile' for each child, this end of year assessment forms the basis of our discussions with parents and Year One teachers about the child's transition into Year One.