



# Early Years Foundation Stage at Nine Acres Primary School



# EYFS At Nine Acres



At Nine Acres we believe that offering our children a strong foundation and a love of learning gives them best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world. We believe that high-level engagement ensures high-level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers, and other settings to provide the best possible start at Nine Acres Primary, ensuring each individual reaches their full potential from their various starting points.

Typically, children join our school well below expected expectations, often from disadvantaged backgrounds and with high level of speech, language and communication needs. Therefore, skills such as listening and attention, behaviour, social skills and emotional resilience are at the core of our everyday practice. We recognise that these skills not only improve academic outcomes but are life skills necessary to ensure success beyond school, in future employment and to positively influence the world around them. We have high expectations for our children, and they are supported to meet these through our balanced, holistic curriculum which nurtures a love of reading, writing and number.



# Our Intent

In Early Years our intent is to give our children the best possible start to their education by equipping them with the knowledge and skills they need to be successful learners in Year 1 and beyond. Our aim is for all of our children to reach their full potential from their various starting points.

By the time our children leave EYFS and move into Year 1, we want them to be:

- Independent, confident communicators
- Resilient, curious learners
- Kind and respectful
- Creative and open-minded
- Responsible and active members of society with high aspirations

At Nine Acres we want our children to **positively influence the world around them** and their future success through being **articulate**, **passionate**, and **persuasive** individuals.

In Early Years we support our children to be **articulate** by ensuring communication and vocabulary development are at the heart of our curriculum. Children are taught to express themselves effectively and keep themselves safe.

We support our children to be **passionate** by providing a curriculum that creates a love of learning. A curriculum where our children are curious and want to learn more. This passion and enthusiasm will be demonstrated through their resilience when they face challenge.

We support our children to be **persuasive** individuals by encouraging them to confidently share their opinions and know that their opinions are valued.

We support our children to **positively influence the world around them** by teaching them to be independent, take responsibility for their actions and our environment and to have aspirations.

# Our Implementation

At Nine Acres we use the Development Matters (2021) publication as a support to plan and implement teaching and learning opportunities that meets the children's needs at **each stage of their development**. Our carefully planned curriculum takes into account the children's starting points and is relevant and meaningful to all children in our setting. Our **inclusive practice** means that all children **learn together**, with the addition of intervention and support for any children who may not be achieving their full potential, as well as the opportunity for additional **challenge** for those children who need it.

Each half term, we introduce an over-arching focus to provide inspiration for learning, whilst giving flexibility for children to follow their own interests and ideas. These are carefully selected to ensure that they meet the children's needs and develop their sense of belonging within our school, wider community, and the world.

Children learn through both child-initiated and adult-led activities. Child-initiated learning encourages **independence** and **autonomy** of learning as children follow their interests, whilst direct adult-led activities **build knowledge**, **target gaps** and **broaden experiences**. Alongside whole class teaching, focused small-group work means we can systematically check for understanding, quickly identify and respond to **misconceptions**, and provide real-time **verbal feedback** which results in a strong impact on the acquisition of new learning. Our timetable changes throughout the year to take into consideration the changing needs of the children.

Our curriculum is planned for our inside and outside environment in which equal importance is given to learning. Our environment is enhanced with resources that are linked to one of our weekly objectives and that follow the children's interests. This provides the children with the opportunity to **develop and refine their skills**. Objective-led interactions help to build a picture of our children's learning, so we can clearly see who is on- and off-track, and who may need additional support when revisiting.

# Our Impact

Our curriculum and its delivery ensure children make good progress from their individual starting points in all areas of the EYFS curriculum. Children in our early years typically arrive with starting points well below age-related expectations. We strive to ensure our children make rapid progress and as a result achieve a Good Level of Development by the end of the year. Due to our high expectations our results are typically in line with national.

The impact of our curriculum will be seen as our children demonstrate their enjoyment and engagement in their learning as they investigate and explore their daily provision. They will be able to appreciate and understand the world around them due to experiencing and learning about different cultures, celebrations, music, dance, art and history. They will show **passion** by actively asking questions about the world around them and **articulately** make links between their learning experiences. Through creating and developing their own ideas, the children in Early Years will cultivate a series of strategies and skills to support their emotional resilience, learning and development across the curriculum.

Children will leave Early Years as successful learners who are fully prepared for the next stage of their education as they transition into Key Stage One. They will not only have the essential **knowledge and skills** they need to access the National Curriculum but will have the **confidence** and **resilience** to continue their life-long learning journey.

# Long term overview

Autumn 1 All About Me	Autumn 2 Traditional Tales	Spring 1 A Ticket Around the World	Spring 2 Superheroes	Summer 1 Growing	Summer 2 Island Life
<p>Alongside learning school routines and how to use their new environment, during the first half term, we will explore with the children all about them. They will be encouraged to explore their likes, dislikes, abilities, and compare these with their new friends. We will celebrate differences in culture and family structure, and model empathy and self-regulation throughout the year. We will think about the human life cycle, and how much the children have changed since they were born, and how they will change again as they grow.</p>	<p>During Autumn 2, the children will explore traditional tales through rhyme, roleplay and storytelling. We will consider the changes in vocabulary since the past and reflect on some important messages from the tales.</p> <p>We will consider similarities and differences between religious stories, while considering their historical value. The children will perform The Nativity to their families.</p> <p>When thinking about Christmas, we will look at traditional tales and their representation as pantomimes.</p> <p>To instill a love of reading and encourage literacy heritage, we believe it is important to share many classic traditional tales.</p>	<p>We will follow the story A Ticket Around the World, by Melissa Owens and Natalia Diaz. As we read about different countries, we will learn about the traditional cultures, stories, and native animals through a range of fiction and non-fiction texts. We will make comparisons between life in these countries and England.</p> <p>In EYFS, we want to prepare our children for living in the future by providing them opportunities to explore the world.</p> <p>Building upon the local geographical knowledge the children developed in Autumn 1, this half term the children will understand that there are other countries in the world.</p>	<p>We will learn to be superheroes! Children will learn about different superheroes and use this knowledge to recreate stories- both written and through roleplay. We will look at the story Supertato and use our design skills to stop the Evil Pea! Teamwork, kindness and resilience will be themes visited throughout as children learn the skills they need to really be super! Moving forwards, we will learn about real-life superheroes: our key workers and why their jobs are important.</p> <p>Building on from developing the children's understanding of stories in Autumn 2, the topic of superheroes offers a great basis for the children to use their imaginations, creativity and develop their own story telling skills.</p>	<p>As we learn about growing, the children will have the opportunity to watch chicken eggs hatch. They will learn how to care for them, both before and after hatching. We will also look at the lifecycle of plants, linking to our local industry of agriculture.</p> <p>Following on from the Autumn 1 concept of the human life cycle, hatching eggs and planting seeds gives children first-hand experience of other life cycles and growth. The children will spend time learning about live births and hatching and decide what they believe might be in the eggs. Through the story of Hattie Peck, children will consider the best ways to keep eggs safe.</p>	<p>Finally, we will consider more what it means to live on the Isle of Wight and why people visit our beautiful island. We will spend a week celebrating the Isle of Wight festival, looking at the history and why it is important.</p> <p>Children will also learn about marine life, local landmarks, tourism and be encouraged to share their experiences. We will visit the beach and learn about more people who help us – the lifeboat crew. lifeboat Building upon their previous geographical knowledge about different cultures around the world, we will now focus more specifically on the Isle of Wight. This knowledge will provide a good foundation for the children in Year 1 when they learn more about their local environment.</p>

# Assessment

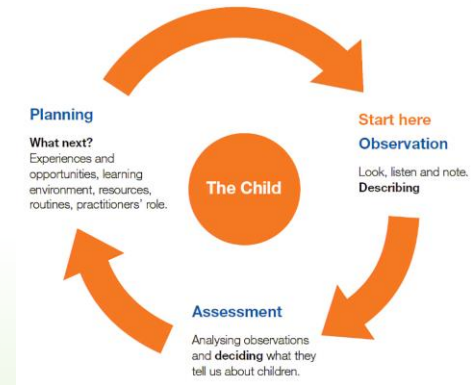
At Nine Acres, assessment is used to ensure our curriculum meets the children needs, interests and abilities. It allows us to assess the impact of teaching, evaluate it and develop future practice.

We spend time talking to the children, looking at their work, observing their learning, taking photos, talking to parents, and analysing data of the year group and individuals.

All members of staff contribute through observational assessments and our weekly planning meeting enables us as a team to feedback. Here we plan learning experiences and next steps so that knowledge and skills are built on and progress is made. Children who need extra help are identified and support is put in place.

Throughout the year assessment takes the form of:

- Discussions and feedback from parents.
- Observations are added to Tapestry, including photos and the child's voice.
- Comments added to termly 'All About Me' sheets.
- Phonics Tracker assessments completed half termly.
- Weekly adult-led activities to assess and teach key skills.
- Formative assessment through weekly objective-led planning.
- Weekly team focus discussions on 12 children to discuss strengths and next steps.



# A typical day in EYFS...

After being greeted at the door by their teachers, children make their way to the classrooms to self-register and begin their morning learning. This could be fine motor activities, Dough Disco, or writing their name, words, or a sentence.

Following discussions about how we are feeling, the date and the weather, it is time for Phonics followed by targeted intervention during their play.

A carpet time follows, during which we might introduce a new activity, recap taught vocabulary or teach the children linked to their understanding of the world and the wider curriculum.

The children then go into their 'own learning time', during which they free-flow through our beautiful environment, accessing the continuous provision and enhancements linked to their interests and our current learning. Staff may support their learning through play, objective-led interactions or adult-led activities.

After a healthy lunch and time to play in the playground, children come back inside for handwriting practice and maths.

Once again, they move onto their own learning time, joining together again for a story, and a celebration of the Star of the Day before going home.







# Our outdoor provision

Our outdoor provision provides a dynamic and inviting space for children to learn across the whole curriculum with opportunities for child-initiated play and more formal learning. All-weather free flow access of the continuous provision and enhancements allows our children to learn freely and build resilience in the face of challenge.



# Transition to Nine Acres

Our transition programme is very important to us. We want to ensure that our families feel fully supported and ready to begin their journey at Nine Acres.

Our transition programme consists of:

- A welcome letter sent out as soon as we receive confirmation of place
- A welcome pack hand-delivered by EYFS staff. This includes a gift bag containing playdough, chalk and a paintbrush to support children's motor skill development before school.
- Parents are asked to complete an 'All About Me' sheet providing information about their child's likes/dislikes and favourite things. This is then used to support planning for our environment in September.
- Children decorate a handprint at home, which forms the first part of their individual learning patch display in school.
- From June, children from Little Acres visit EYFS for stories and play sessions.
- In July, EYFS staff visit all children at their preschool/childminder/home. During these visits time is also spent talking to key workers. Here we quickly identify children who may need extra support.
- A transition visit is held in school giving families the opportunity to see EYFS, meet the team and meet some of the children who will also be starting in September.
- All children are given a scrapbook to complete over the holidays to aid communication in September.
- A small group start time for the first day to ensure each child is personally welcomed into school
- A home visit in September provides parents the chance to find out how their child has settled and answer any questions they may have.

