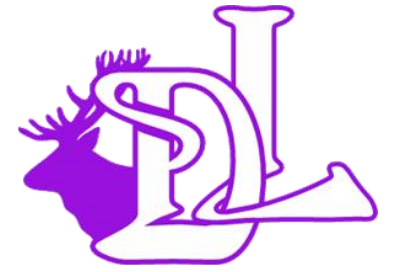


Intent



EYFS

Intent

At Ditton Lodge our vision statement is that 'Together we succeed as lifelong learners'. This is carried throughout every area of the curriculum including EYFS.

Our values are that children LEARN (Listen, Enjoy and take risks, Aim high & achieve, Respect and Never give up) and these values will be demonstrated by children within the setting inside and outside.

Intent

EYFS



Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors. Through our EYFS curriculum at Ditton Lodge we want every child to develop as an individual who is prepared for the challenges of year one.

We work in partnership with parents and carers to provide the best start possible at Ditton Lodge. We want their love of learning to begin in an environment that inspires curiosity. We begin with a sense of belonging, fostered by strong relationships which are the bedrock of our teaching and learning. We invest time in building meaningful and positive relationships with one another.

We provide children with a curriculum which is continually building on what they know. Vocabulary and reading underpin this curriculum allowing children to communicate confidently and effectively as well as providing the foundations for their future success.

Intent

EYFS



At Ditton Lodge we invest in the power of cooperative learning, and promote, instil and reward the following behaviours into each learning session:

- 1. Active Listening*
- 2. Helping and Encouraging Others*
- 3. Completing Tasks*
- 4. Everyone Participating*
- 5. Explaining Ideas and telling Why*

Intent

EYFS



At Ditton Lodge we use the *Development Matters: Non-statutory curriculum guidance for the early years foundation stage (July 2021)*, to support us with the delivery of our curriculum building on the strengths and meeting the needs of all children. Our curriculum is play-based and encompasses the seven areas of learning and development. Our Early Years team is committed to providing an environment that is rich with possibilities, develops children's independence and puts children right at the centre of their own learning. The intent of our EYFS curriculum is to;

R recognise children's prior learning

A provide an **ambitious** curriculum

I create an **inspiring** environment that allows children to be independent and engage in quality interactions

N establish a **natural** environment that promotes curiosity

B believe that every child can succeed

O offer opportunities to talk and listen to develop life skills – Oracy

W we can do this **WOW!**

Content

In Early Years we cover the seven areas of development.



Areas of Learning & Development	Aspect
PRIME AREAS	
Personal, Social and Emotional Development	Building Relationships Managing Self Self-Regulation
Communication and Language Development	Listening, Attention and understanding Speaking
Physical Development	Gross Motor Skills Fine Motor Skills
SPECIFIC AREAS	
Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical Patterns
Understanding The World	People, Culture and Communities The Natural World Past and Present
Expressive Arts & Design	Creating with Materials Being Imaginative and Expressive

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

The prime areas continue to be fundamental throughout the EYFS.

The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

EYFS



“Tell me and I forget, teach me and I may remember, involve me and I learn”

Benjamin Franklin

In the Early Years at Ditton Lodge, children learn within a safe and secure learning environment that equips them for the educational journey ahead. We ensure children are given a range of highly-engaging and motivating play-based learning experiences which enable them to become confident and independent learners.

The above quote encompasses everything that we aim to provide for children as they begin their journey with us. We endeavour to offer a curriculum that is based on real life experiences, involves the child and most importantly is planned through careful assessment of their needs and interests.

The Early Years Foundation Stage Framework provides us with the scaffold for our Early Years curriculum and learning is planned through the Curiosity Approach. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Our curriculum



Our practice is underpinned by the Curiosity Approach. Through The Curiosity Approach, we feel confident that we are setting our children up for life, with the skills and knowledge necessary to survive our fast and ever-changing world. We believe that play with all its language, physicality and social interaction is what gives children the right and appropriate grounding for their educational journey. Play is our fundamental principle but alongside this, we also incorporate direct teaching times across each day to introduce and consolidate skills in communication and language, literacy mathematics and personal, social and emotional development. In Reception our weekly timetable consists of daily sessions of Literacy, Maths and Phonics with children engaging in adult focused, adult initiated and child led activities. During the afternoon children have the opportunity to explore the outdoor environment in 'Welly Wednesday' and 'Discover and Do'. The outdoor learning environment is stimulating and responsive to children's ideas and children are active, motivated and purposeful. Through our child-centred approach, we aim to plan exciting, enriched activity based learning and we create a sense of awe and wonder through our creativity which is based on real life experiences. Our classroom offers opportunities which foster children's preferred learning styles and demonstrate the different characteristics of effective learning.

Our curriculum



We provide children with the opportunity to be explorers, to be actively involved in their learning, as well as being creative and critical thinkers through the planning of open ended tasks. We also value the importance of learning outdoors and enjoy using our designated outdoor areas and gardens within our everyday planning. We ensure that all our learning environments provide:

- stimulating resources, relevant to all the children's cultures and communities*
- rich learning opportunities through play and teaching*
- support for children to take risks and explore.*

Reading



Reading is at the heart of our Early Years curriculum and we endeavour to encourage a love of books right from the first moment a child joins us. Across the EYFS we have a literature spine which aims to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary, comprehension and understanding of the world around them. A text is used as the starting point each week upon which we base children's learning. The text each week becomes embedded in our provision through a range of cross curricular activities. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. There is cohesion and consistency with our approach to align with the whole school Literacy Curriculum that is followed from Years 1-6:

- The inclusion of high-quality texts which are age and stage appropriate*
- Modelled reading and re-telling opportunities across each session*
- A focus on Tier 1, 2 and 3 Vocabulary*
- Dedicated phonics sessions using Sounds Write,*
- Cooperative learning behaviours which develop oracy and interdependence.*

Writing



Writing skills are clearly outlined in an age appropriate and progressive way so that the children's writing is extended as they progress throughout the EYFS and into Year 1. We ensure that children have the opportunity to make marks and practise their writing skills across all areas of learning both indoors and outside. We recognise that mark making and handwriting require two key physical skills: (1) dexterity and (2) fine motor function. This mechanical part needs to be coupled with the ability to assign representations to marks and later on to use symbols like letters to write words. Children are given regular opportunities to experiment with making marks using a range of resources as well as their body to create marks. A child needs to develop a range of skills to be able to use mark-making tools effectively; physical skills like dexterity and coordination, cognitive skills like symbolism but more importantly than all motivation to make marks and writing for a purpose. Staff ignite this passion in children by displaying fascination in the children's mark-making journey and through providing a range of opportunities to celebrate the achievement and development of their skills. They act as role models engaging in writing with the children demonstrating that writing has a purpose and most importantly they ensure children feel secure enough to 'have a go', learn new things and be adventurous.

Phonics



In Reception every child has access to a daily phonics session following Sounds Write 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 and children write at tables in books. Children are introduced to initial sounds where they will develop segmenting and blending skills to decode words. Children are encouraged to read at home at least five times a week and are listened to regularly in school. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Maths



We understand the importance of early experiences of maths and have committed to the EYFS Framework using WhiteRose Maths and Rekenrek. Our approach places a significant emphasis on developing a strong grounding in number – understanding that this is a necessary building block for children to excel in the subject. Children at the expected level of development for number at the end of the reception year will

- Have a deep understanding of number to 10, including the composition of each number;*
- Subitise (recognise quantities without counting) up to 5;*
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*
- Verbally count beyond 20, recognising the pattern of the counting system;*
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;*
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

Practitioners provide daily creative and engaging opportunities for children to ignite their curiosity and enthusiasm for the subject and build upon and apply their developing understanding of number and spatial reasoning. Through the Curiosity approach concrete manipulatives are a key focus within each session, as is the use of pictorial representations including fives and tens Frames. Children are actively encouraged to use mathematical terminology within the indoor and outdoor environment.

The wider curriculum



Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELG's feed into the National Curriculum through our half termly curriculum coverage grids and our long term plans. Subject leaders throughout the school are also aware of the key ELG's that link to each foundation subject and the progression of the subject. Exciting and meaningful activities are planned to build on children's natural curiosity. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.

Nuffield Early Language Intervention **NELI**



During the Autumn baseline assessments children are assessed for their language skills. 5 Children who are behind their peers with their language skills are selected to be part of our NELI group.

This is a 20 week program which develops the children's language. All sessions focus on listening, narrative and vocabulary skills. In the second 10 week block the children also develop their phonological awareness skills.

Continuing Professional Development CPD



As part of Unity Schools Partnership we have had access to a wide range of CPD which we have been able to share as a team. The CPD has been from external agencies, other Unity schools and by being part of working groups.

We also had a recent EYFS leaders day where we were able to share excellence with in the trust. As a school we contributed to the examples of writing and Maths games in the outside area.

As part of the trust we have discussed the need for moderation and so though this is not a compulsory part of the new framework we will moderate the ELGs for the new framework as a group.

Impact



Our EYFS curriculum provides a sustained high quality, well planned and progressive curriculum for the unique child. We ensure our staff have a good knowledge of child development to ensure progress and attainment are tracked clearly starting with our youngest learners. The positive relationships developed between staff and children ensure that children are self confident and have a high level of self-esteem and resilience. In addition to this the children's level of involvement ensures they are intensely engaged in activities which encourage deep level learning and development. This can be seen through the active learning environments which have a 'buzz' of learning as they 'get busy'. Our curriculum must meet the needs of all our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals.

Impact



Assessment

Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked on EExAT (Early Excellence Assessment Tracker) which enables us to measure our starting points against a national data set.

During each assessment window, teachers update the progress children have made onto EExAT which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through pupil voice. Our curriculum and its delivery ensure that children make good progress. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched curiosity play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

Impact

Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. This information is tracked.

Ongoing Observation

All ongoing observations are used to inform planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing /mark making. Observations are kept in individual files.



Impact



Assessment

Assessments are completed three times per year. This is shared with parents and SLT. In Summer Term 2, the EYFSP is completed where it is judged whether the child has met each of the 17 ELGs. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELGs link to the National Curriculum. There is dialogue with year 1 team not only in the summer term before the children join year 1 but also in the autumn term where we follow the children's progress in year 1. Last year this lead to us introducing books for our phonics sessions during the Spring term in order to focus on letter formation and for children to be familiar with finding the next page in their book.

Impact



Inclusion

Our whole school ethos, as well as that of the Early Years, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, and children of different ethnic groups. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs.

Impact



Inclusion

We provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are exceeding. We will monitor children's progress and take action to provide support as necessary. Where a specific need is identified we will liaise with the Special Educational Needs co-ordinator and seek advice from outside agencies, such as the speech and language service.