



Coatham CE Primary School

Early Years Overview

Intent

In our EYFS our aim is to provide a welcoming environment that is designed to meet the needs of all of our children taking into consideration their varied starting points. A thorough on-entry report is completed by experienced staff on all children starting our setting over the first two weeks. Assessments are then made based on information gathered, including that from previous settings and parents, that give us a solid starting point for each child. Well thought out and planned continuous provision both inside and outdoors allows the children to make good progress and provides skills for school and life whilst taking in their own interests. During their time in EYFS children are given the opportunity to experience trips and visitors that provide knowledge of the local area and the wider world.

We endeavour to work in partnership with parents and carers and other settings to encourage independent happy learners who thrive in school and reach true potential from their starting points.



Area of learning	Statement of intent:
Communication and Language	We use stories to lead learning right from entry to Nursery, this enables children to be exposed to vocabulary they would not normally experience. The activities planned through teacher led sessions, continuous provision and our language rich environment ensure children make progress as they move through EYFS. Our experienced staff use high quality interactions to develop children's oracy.
Physical Development	We work on children's gross and fine motor skills by accessing the outdoor area daily as well as taking part in differentiated teacher led sessions and accessing continuous provision when children are ready. We have adopted a whole school handwriting scheme that begins in Nursery.
PSED	We provide very clear routines and expectations that enable children to work as both a team and independently. The characteristics of learning run through our continuous provision focussing on the needs of the children. Weekly PSHE sessions support the children's development and link to our school Christian Values of Friendship, Fairness and Respect. We encourage discussions about healthy eating and have high expectations regarding dressing and undressing to ensure children reach their potential in health and self-care.
Literacy	We provide opportunities to write for a range of purposes throughout continuous provision. Planned activities provide progression in fine and gross motor skills that ensure children are ready to write. Well planned teacher led sessions allow children to reach their full potential. Early reading is a priority and we follow RWI phonic scheme and children are regularly assessed to ensure progression picking up on any support needed for individuals. Communication games are shared with parents as soon as a child enters Nursery and this moves to reading packets that give opportunity for parents to read stories with their child. When children are ready they begin to take reading material home that matches phonic ability.
Mathematics	Children are given opportunity to develop their understanding of number and shape, space and measure through exploration and investigation of the environment both indoors and outdoors. Carefully planned sessions, where appropriate, enable children to make good progress from their starting points, teaching new concepts when appropriate using practical resources. We aim for children to apply what they have learnt to real life experiences.
Understanding of the World	We provide well thought out and planned trips, visitors, experiences and challenges using children's interests. As a school we follow Redcar and Cleveland syllabus for RE and use practical resources where possible to help children explore and discover more about this area.
Expressive Arts and Design	We provide access to a range of materials and instruments to allow investigation and exploration of the things children have learned and are naturally interested in.



IMPLEMENTATION

In Coatham CE Primary School EYFS we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where children are able to enjoy learning and grow in confidence that helps to develop their fullest potential.

Learning is observed by experienced staff. At the end of each term observations are shared with parents and regular meetings enable information to be shared to help the progress of each child.

Together as a team we have looked at the seven areas of learning as set out in the Statutory Framework and provided a breakdown of opportunities and resources provided to ensure children make good progress from their individual starting points. In addition to this staff plan well thought out sessions that take into account the learning needs and interests of each child. We recognise the changing needs and interests of our children and we are responsive to this, regularly developing existing topics through the use of our feeding forward planning.

We use core texts as a basis for topic planning that have been carefully chosen to engage children in both the topic and the book.



IMPLEMENTATION – PROGRESSION IN LEARNING

At Coatham we believe that PSED alongside the Characteristics of learning should be and are embedded through all the learning opportunities and experiences we offer our children.

Curriculum Area: Communication and Language, Reading, Writing

Nursery		Reception		
On Entry	On Exit	End of Autumn	End of Spring	ELG – End of Summer
Listening through stories and rhymes and beginning to join in – timetabled story time at least x2 per day Story maps – teacher led Story Baskets RWI Communication home learning games Circle time Early Words Together Family sessions <u>Environment</u> Labels – pictures	Joining in with storytelling. Opportunities in continuous provision (story maps displayed in provision, role play, small world) Responding to questions – who, what, where, when? Story maps – teacher led/initial sound labels Story Baskets RWI Home reading packets – picture books to share Circle time Labels – pictures	Story Scribing – creating own stories looking at characters, setting, problem and solution using familiar stories as a starting point – adult to facilitate Responding to more complex questions – how and why? Story maps – independent/labelling/simple sentences Story Baskets RWI Reading simple words and phrases according to phonics phase – Individual reading books in line with correct phonics phase Picture books to share Circle time Sticky Questions Labels – pictures/words	Story Scribing – creating own stories looking at characters, setting, problem and solution using familiar stories as a starting point – adult to facilitate Responding to more complex questions – how and why? Story maps – independent/labelling/simple sentences Story Baskets RWI Reading simple words and phrases according to phonics phase – Individual reading books in line with correct phonics phase Picture books to share Circle time Sticky Questions Labels – pictures/words	Listening, Attention and Understanding: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify understanding. - Hold conversations when engaged in back and forth exchanges with their teacher and peers. Speaking: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express ideas using full sentences, with modelling and support from teacher Comprehension: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play. Word Reading: - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple sentences that can be read by others.



Programme of Education:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role-play, where children share ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



IMPLEMENTATION – PROGRESSION IN LEARNING

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Curriculum Area: Maths

Reception				
On Entry (Nursery)	On Exit (Nursery)	End of Autumn	End of Spring	ELG – End of Summer
Access to maths area	Access to maths area	Access to maths area Differentiated weekly challenge	Access to maths area Differentiated weekly challenge	Number: - 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: - 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.
Shop role play	Teacher led planned maths sessions Shop role play	Teacher led planned maths sessions Shop role play	Teacher led planned maths sessions Shop role play	
Cooking activities Adult led leading to independent activities in Reception	Cooking activities Adult led leading to independent activities in Reception	Cooking activities Adult led leading to independent activities in Reception	Cooking activities Adult led leading to independent activities in Reception	
Daily counting	Daily Counting	Counting out ingredients for salt dough Daily Counting/days of the week/months of the year	Weighing out ingredients for salt dough Daily Counting/days of the week/months of the year	



Programme of Education:

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding- such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



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Curriculum Area: Physical Development

Nursery		Reception		
On Entry	On Exit	End of Autumn	End of Spring	ELG - End of Summer
Weekly PE Daily outdoor learning Squiggle: - Ribbon dance - Chalkboards - Tracing/threading - Cutting (snips to scissors) - Name recognition Cooking – teacher led incorporating cutlery - chop/spread Playdough – adult made Cutting and sticking Outdoor climbing/balance bikes/pedal bikes when appropriate	Weekly PE Yoga Daily outdoor learning Squiggle: - Ribbon dance - Chalkboards - Tracing/threading - Cutting (snips to scissors) - Name recognition Cooking – teacher led incorporating cutlery - chop/spread Playdough – adult made Cutting and sticking Outdoor climbing/balance bikes/pedal bikes when appropriate	Weekly PE Yoga Daily outdoor learning Dough Disco: Weekly handwriting sessions: - Fine Motor - Letter Formation Cooking – Independent learning to use knife and fork Salt dough - independent Cutting and sticking Woodwork when appropriate – using tools Outdoor climbing/pedal bikes * balance bikes to continue if needed	Weekly PE Daily outdoor learning Dough Disco: Weekly handwriting sessions: - Fine Motor - Letter Formation Cooking – Independent learning to use knife and fork Salt dough - independent Cutting and sticking Woodwork when appropriate – using tools Outdoor climbing/pedal bikes * balance bikes to continue if needed	Gross Motor Skills: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing, Fine Motor Skills: • Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.



Programme of Education:

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and Fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and development of a child's strength, co-ordination and positional awareness through tummy-time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



IMPLEMENTATION – PROGRESSION IN LEARNING

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Curriculum Area: Understanding the World

Reception				
On Entry (Nursery)	On Exit (Nursery)	End of Autumn	End of Spring	ELG – End of Summer
Me, my family, my world – homework book	Me, my family, my world – homework book	Me, my family, my world – homework book	Me, my family, my world – homework book	Past and Present: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EYFS garden area – growing	EYFS garden area – growing	EYFS garden area – growing	EYFS garden area – growing	
RE curriculum	RE curriculum	RE curriculum	RE curriculum	
		Collective Worship	Collective Worship	
		Weekly topic sessions	Weekly topic sessions	
Visitors/Trips	Visitors/Trips	Visitors/Trips	Visitors/Trips	
Remote controlled toys/Smart board activities	Remote controlled toys/Smart board activities	Simple coding/Smart board activities	Simple coding/Smart board activities	



Programme of Education

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains, Enriching and widening children's vocabulary will support later reading comprehension.



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Curriculum Area: Expressive Arts and Design *(Links to communication and language and literacy.)

Reception				
On Entry (Nursery)	On Exit (Nursery)	End of Autumn	End of Spring	ELG – End of Summer
Creative Area	Creative Area	Creative Area	Creative Area	Creating with Materials: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the processes they have used. - Make use of props and materials when role-playing characters in narratives and stories. Being Imaginative and Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Home area – plastic/play food	Home area – plastic/play food	Home area – real cutlery/crockery/ Make own resources using salt dough	Home area – real cutlery/crockery/ Make own resources using salt dough	
Themed Role Play Dress up – superheroes/ Princess (costume)	Themed Role Play Dress up – superheroes/ Princess (costume)	Story retell – props/wigs, hats etc.	Story retell – props/wigs, hats etc.	
		Puppet Theatre	Puppet Theatre	
Outdoor Role-play	Outdoor Role-play	Outdoor Role-play	Outdoor Role-play	
Outdoor stage/instruments	Outdoor stage/instruments	Outdoor stage/instruments	Outdoor stage/instruments	
Scribble Club	Scribble Club	Drawing Club	Drawing Club	



Programme of Education

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



IMPACT

As a school we strive to ensure that our children's progress across the EYFS is good from their various starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be near National Expectations.

Evidence collected on 2simple supports all areas of the EYFS Curriculum. Staff in EYFS use observations to make formative assessments which inform future planning and ensure all children build on their current knowledge and skills at a good pace.

Summative assessment compares children's attainment to age related expectations at key points throughout EYFS. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.

Assessment judgements are moderated both in school, as a Trust and by the LA. Experienced staff undertake moderator training through the LA which helps validate school judgements.

An enriched, well-rounded and balanced curriculum and a well-structured, safe and challenging learning environment, both indoors and outdoors, enables our children to develop the skills, knowledge and understanding they need to be successful learners and be ready to embark on their journey throughout school.