



Our Vision for the Early Years Foundation Stage at Burton Bradstock CE Primary School 2024-2025

<p>Children in our EYFS classroom will become kind, caring and compassionate with a love of learning. They will become independent learners, able to direct their own thinking, take risks and with a vocabulary beyond their years. Our children know how to care for themselves, others, and the natural world. Making them ready for the rest of school and the world beyond.</p>						
Our aspirations are based on the needs of our cohort of children. They link to our school values, CoEL and the pedagogy of child development	Aspiration 1: To illuminate the world beyond Burton Bradstock. Our children are so lucky to live in a small community, but the world is big, and we want them to experience and enjoy the cultures, lives and uniqueness of others.	Aspiration 2: To find joy in the everyday. Our children can be drawn to the modern aspects of life, such as technology. We want them to show curiosity and use the simplest of things to develop their love of learning.		Aspiration 3: To use their voices in harmony with others. Our children generally come to us with good vocabulary. We want them to ask big questions, share their ideas and know that their thoughts and ideas matter and are valued.		
	Aspiration 4: To view themselves as writers. Our children generally enter our setting loving stories and have a good foundation of known texts. We want our children to celebrate their own ability to story-tell and follow the journey of a writer, from verbal to writing their own ideas and stories.			Aspiration 5: To embrace problem solving and challenge as a set of skills that develop them as learners. Our children can struggle to make mistakes. Across all areas of learning, but especially maths and EAD, we will demonstrate and teach our children to take risks, get things wrong and celebrate mistakes as vital to learning.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Who am I and where do I belong?	How do we celebrate?	What happens when I'm asleep?	Can I tell you a story?	How does it grow?	Tell me about our wonderful world
Our 'Seasonal' learning weaves throughout our year as we follow the changes and link all our learning to the Natural world and 'awe and wonder' around us.						
Intent What do we want our children to be able to know, remember and be able to do?	To develop my personality, recognising what makes me and the people around me special. Appreciate that everyone is unique, and their differences and similarities can be celebrated	To develop my knowledge and sense of the world by talking about events and celebrations which are important to me and my community.	To ask questions about the world at night. To understand that the world comes alive at night through wildlife, people who work	To develop my love of stories and traditional tales that are special to me and my community. Understand that we can use words, spoken	To recognise that plants and animals (including us!) grow and that the life cycles differ for each one. Show care and attention to the needs of a range of living things and	To compare different places animals and humans live. To explore our local environment from the beach to the fields and where we live within the



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			and cycle of day and night.	and written, to create our own stories.	experience hands on the joy of nature.	wider world. Consider the impact of humans on habitats.
<p>Implementation</p> <p style="color: purple;">How will we achieve our intent?</p>	<p><u>Who is in my family?</u> Inviting children to bring in photos of people and animals they love. Create self-portraits/family drawings of their home. <u>What makes me special?</u> What do I enjoy? How am I different/the same? <u>Building friendships.</u> What makes me a good friend? What do I like? <u>The school/local community</u> who's who? Who helps us around the school and in the local community?</p>	<p><u>Celebrations</u> Invite families and children to share their traditions and celebrations. Share the importance of food to celebrations. Share stories about other celebrations/faiths and reflect this in the learning environment. <u>The significance and symbolism of light</u> Visit the village green Christmas tree. Share mindful candlelight. Look at different cultures use of light.</p>	<p><u>Day and Night</u> Take photos to contrast. What do we notice? <u>Bedtime routines</u> How do we get ready for bed? Do we all do the same things? Why are they important? <u>Nocturnal Animals</u> Special features, Visit from Owl sanctuary, making comparisons. <u>Who works</u> Do any of our loved ones work at night? Emergency services. <u>Starry Skies</u> Why is it dark at night? Is the</p>	<p><u>Do you have a favourite story?</u> Children bring in a story from home to share with the class. <u>Traditional Tales</u> Goldilocks: read the original and a modern re-telling. Which do we prefer and why? Porridge tasting. Learning about different types of bears. <u>The Three Billy Goats Gruff</u> Visit the 'trip trap' bridge near school. Building bridges. <u>Create our own stories for an end of term show to families</u></p>	<p><u>Caring for plants and seeds</u> plant a variety of seeds, including sunflowers and cress to watch how differently they grow. <u>How do we grow and change?</u> Children bring in baby photos for us to compare how they have changed. <u>Looking after caterpillars and hatching butterflies-the importance of letting them go</u> Learning about their life cycle. Counting down to chrysalis/emerging. What will they need as butterflies?</p>	<p><u>Planet Earth</u> maps and globes, land and sea. Where do we live? Where have we visited? <u>Habitats</u> Explore different parts of the world and their unique habitats. <u>Conservation</u> What it means and what we can do to look after our planet. Reuse, reduce and recycle. Go on a mini beach clean to collect rubbish. Learn about David Attenborough and other conservationists.</p>



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		<u>School Nativity Show</u> Practise songs and participate in the Christmas show for our families and community.	whole world dark? Moon and stars.	Each child to create their own story -original or retold-verbal or written-to share with families as a celebration.		
Key Vocabulary	unique, special, me and I, family, friend, kind, helpful, listen, share, rules, instructions, choice, community, staff, love, same, different.	light, hope, dark, celebration, faith, peace, community, mindfulness, cultures-differences and similarities.	darkness, stars, sky, nocturnal, diurnal, sleep, wake, dream, shadows, change, worker, police, ambulance, fire service, air and sea rescue.	story, author, illustrator, traditional, modern, new and old, fiction, non-fiction, verbal, written.	growth, change, life cycle, living, water, food, nurture, love, caterpillar/ chrysalis/butterfly, baby/toddler/child/adult.	map, globe, planet, Earth, world, country, town/city/village, land, sea, habitats-forest, grassland, rainforest, polar.
Seasonal learning (snapshot and not restricted to)	Enjoying each passing season through being curious about the flora and fauna on welly walks around the village and to the sea. Observing the weather and all the joyful things it can bring, for example, rainbows and shadows. Collecting seasonal objects such as conkers and dandelions to include in our learning and play. Learning about the different trees around us. Looking at the animals in our fields -lambing in spring. Harvesting fruit/vegetables for class cooking. Going bird spotting and making bird feeders. Developing our forest school skills in our weekly guided sessions. Living by the sea, the importance of water safety and learning to swim.					
Impact What will the children be able to do?	To identify familiar and safe people in their lives and talk about themselves in a positive way.	To understand and talk about events and celebrations that are important in their lives and	To explain some key features of night, including their own experience, and identify why	To confidently share a story they love. Tell or write their own and embrace the joy	To identify similarities and differences in the natural world, including growth, lifecycles and how	To explain some similarities between habitats and life in this country and life in other countries.



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		similarities to those in other families.	nighttime is so important to all living things.	of sharing with others.	they have grown and changed.	
Cultural Capital (visits and visitors)	visiting our local library (regular)	Families talk about different festivals-Diwali, Hanukkah Whole school Pantomime visit	Talk by a night-time worker. Falconry experience-Owls.	Families in for end of term celebration of writing stories	Trip to the beach. Visit to Groves to learn about growing flowers.	Trip to Foxdown Farm/Axe Valley wildlife park.
Key Texts for themes and aspirations	All are Welcome Here We are all different The Colour Monster goes to School The Crocodile who didn't like water Have you filled a bucket today?	The Nativity Story The Story of Diwali-Rama and Sita The Story of Hanukkah-The Oil Non-fiction texts based on festivals of light	Owl Babies Under the same sky Night Monkey Day Monkey Our Stars How to catch a star	Goldilocks and the Three Bears The Three Billy Goats Gruff	The Very Hungry Caterpillar The Tiny Seed Errol's Garden	Our World: A first look at Geography Water Somebody swallowed Stanley Summer is Here Jump and Shout David Attenborough: Little People, big dreams Lost and Found



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Educational Programmes							
Communication and Language		Personal, Social and Emotional Development			Physical Development		
<p>The development of children’s spoken language underpins all the 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 or 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, storytelling and role play, where children share their 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.</p>		<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>			<p>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 the 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 both 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 wellbeing. 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.</p>		
Literacy		Mathematics			Understanding the World		Expressive Arts and Design



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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)

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 ten-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**.

Understanding the world involves guiding children to **make sense of their physical world and their 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.

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.