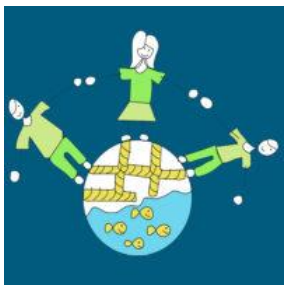




The Early Years Foundation Stage (EYFS)



Who are we?

The schools involved in The Minerva Learning Trust are:

Bridport Primary School

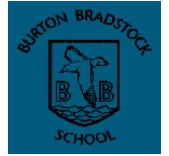
Burton Bradstock CE School

St Mary's CE School

The Sir John Colfox Academy

They all share the view that improving the quality of teaching and learning is best done through collaboration, sharing and joint activities. They share a fundamental belief that education should be exciting, nurturing, challenging and fulfilling for all those involved and seek to achieve this through joint events for students, sharing of good practice amongst staff and working closely with parents and the local community. We are committed to providing an exceptional education which successfully prepares students for their role in the modern world.

**The primary schools look forward to working
with you to continue your child's learning journey in the
EYFS.**



Working With Parents and Carers

As experienced Early Years teachers, we pride ourselves on developing good relationships with children and their parents/carers.



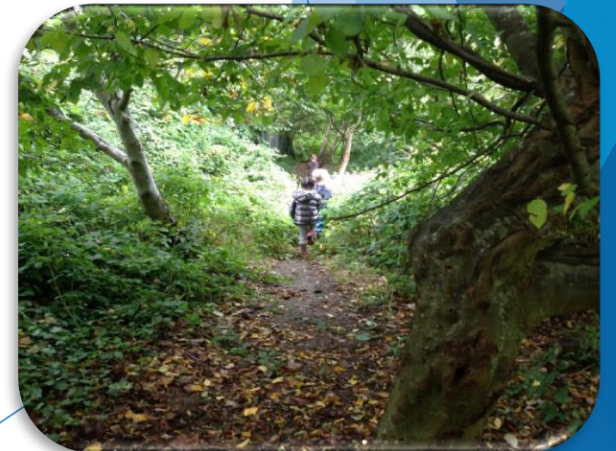
You are your child's first educator, and you know them best!

We want you to feel comfortable to come and talk to us about any worries you have, situations that may affect your child's emotions or learning (such as being awake in the night) and especially when your child has done something to make you feel proud.

Working With Pre-Schools

We also have good relationships with the local pre-schools and work closely with them to help your child settle into school life as smoothly as possible.

EYFS learning takes place in many locations.



The Structure of the Day in the EYFS

- ❖ We are aware that young children can find the new routines tricky when they start school.
- ❖ The structure of the day is very important to keep them excited and motivated learners and to help them feel secure in their new environment.



- ❖ We split the day up to include short whole class inputs for Maths, Phonics and Literacy. As the year progresses, we build these sessions up to 20-30 minutes by the summer term.
- ❖ The teacher and teaching assistant work with groups of children throughout the day. Each child will have a phonics and maths adult led activity **every** day.



The EYFS Early Adopter Curriculum

- The EYFS is guided by a framework called 'Development Matters' that sets out the learning, development and assessment requirements for all children until the end of their reception year.
- This guidance has been reviewed and the Early Learning Goals for the end of reception year have been updated.
- The Minerva Learning Trust's primary schools are excited to become 'early adoption' schools before the statutory implementation in September 2021.

The EYFS Curriculum

The EYFS curriculum is continued from pre-school and nursery and is organised into seven areas of learning and development.

There are 3 prime areas that underpin all other learning:

- ▶ Communication and Language
- ▶ Personal, Social and Emotional Development
- ▶ Physical Development

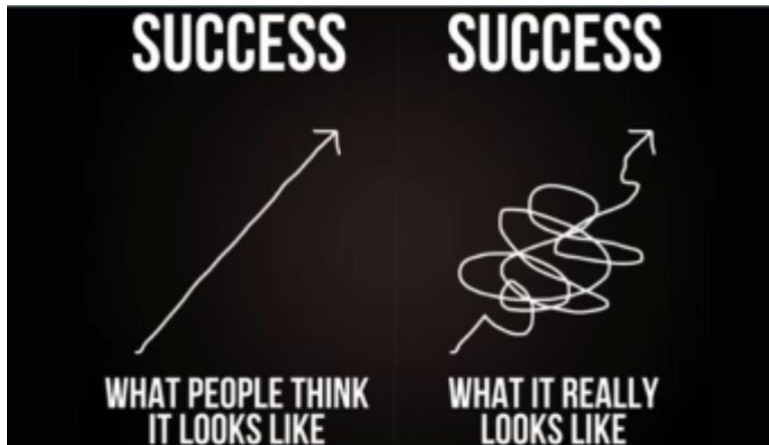
Then there are the specific areas;

- ▶ Literacy
- ▶ Mathematics
- ▶ Understanding the World
- ▶ Expressive Arts and Design



The EYFS Curriculum

- Learning is not a linear or step by step process.
- In one activity children can develop knowledge, understanding and new skills across several of the areas of learning.
- Children are all different and learn at different rates.
- Developing children's resilience, perseverance, independence and confidence is a major part of the curriculum. This is illustrated through the Characteristics of Effective Learning.



The Characteristics of Effective Teaching and Learning

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Communication and Language in the EYFS

- ▶ The development of children's spoken language underpins all seven areas of learning and development.
- ▶ By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners 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 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.



Personal, Social and Emotional Development (PSED) in the EYFS

- Children's PSED is crucial to lead healthy and happy lives and is fundamental to their cognitive development.
- Children learn how to understand their own feelings and those of others.
- Children are supported to manage emotions, develop a positive sense of self and have confidence in their own abilities.
- They learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- They learn how to make good friendships, co-operate, and resolve conflicts peaceably.



Physical Development in the EYFS

- ▶ Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- ▶ By creating games and providing opportunities for play both indoors and outdoors, adults 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.



Literacy in the EYFS

Phonics

The MLT primary schools follow structured schemes to help your child develop their phonic knowledge.

At first, your child will learn a small group of sounds associated with written letters. For example, they will learn that 'm' makes an *mmm* sound, 'a' makes an *ahh* sound, and 't' makes a *ttt* sound.

Then, they will be taught to blend these sounds together to read whole words. For example, *m-a-t* makes 'mat'. Your child will then learn more sounds and will start blending them too.

Children practise the sounds they have learnt and their blending and word building skills on a daily basis.

The phonic knowledge they develop will aid both their reading and writing skills.



Reading

To be ready to start reading, children need to have a variety of skills in place.

These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination.

Our schools want to develop a love of reading. We read to our children every day; discussing the story settings, characters and plots.

Books are sent home for you to enjoy with your child before they start reading themselves. (They may identify some letter sounds or key words they have learnt already.)

Book areas, with a range of fiction and non-fiction texts, are available for children to access throughout the day.

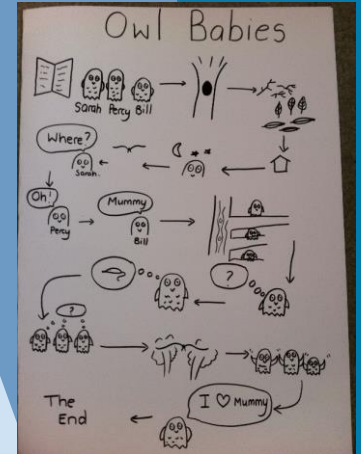
Literacy in the EYFS

Writing

Throughout our schools, we use the Talk for Writing teaching framework developed by Pie Corbett and Julia Strong. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

- Children begin the 'Talk for Writing' process by **internalising** a text. This is done in a range of ways including text maps, inventing actions for parts of the text and drama.
- Following on from this, the children then **imitate** the text they have learnt. They may make simple changes to the original text to alter it slightly.
- The final part of the Talk for Writing process is **innovation**. They will come up with their own ideas and invent their own text from beginning to end.

In the EYFS, children begin to learn the actions to stories that they listen to. They are able to follow a story map and most will begin to attempt their own story maps. Some may even have a go at their own version.



Mathematics in the EYFS

Our plans are based on the NCETM 6 key ideas for Maths.

Cardinality and Counting: understanding that the cardinal value of a number refers to the quantity.

Comparison: understanding that comparing numbers involves knowing which numbers are worth more or less than each other.

Composition: understanding that one number can be made up from (composed from) two or more smaller numbers.

Pattern: looking for and finding patterns helps children notice and understand mathematical relationships.

Shape and Space: understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking.

Measures: comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.



We also use the familiar BBC Numberblocks to enhance children's interest and understanding of number.



Understanding the World in the EYFS

- ▶ 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.
- ▶ 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.





Expressive Arts and Design in the EYFS

- ▶ 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.

Assessment in the EYFS

Tapestry

- ▶ Throughout their year in Reception, the children will be observed and assessed through their play and adult led learning.
- ▶ Photos, videos and observations are recorded on an online platform called Tapestry. We do not use Tapestry to make judgements or give you detailed descriptions of the learning: it is one of many ways in which we record evidence of learning.
- ▶ Tapestry allows you to add your own observations, photos and videos to your child's 'learning journal'.
- ▶ At the end of your child's time in the EYFS, you will be able to download and keep your child's learning journal.

The EYFS Profile

In the final term of the year, a profile will be completed for each child, making reasonable judgements against the Early Learning Goals. This provides parents and carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

