

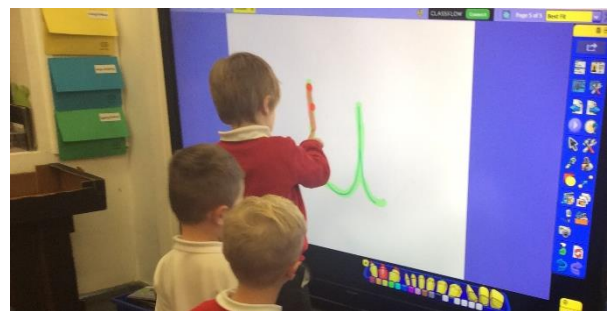
Early Years Foundation Stage (EYFS) at Hamble Primary School – Life in Year R

At Hamble Primary School, outcomes at the end of the EYFS are consistently strong, the percentage of children achieving GLD have been above National and County averages for the past three years.

The expectations of achievement in the Early Years classrooms are high, and the staff work tirelessly to provide an individually targeted education to ensure that our children feel safe, secure and can achieve well. A firm foundation to academic learning is ensured through an approach that sees a high priority on PSED and Language and Communication through at least the first half-term.

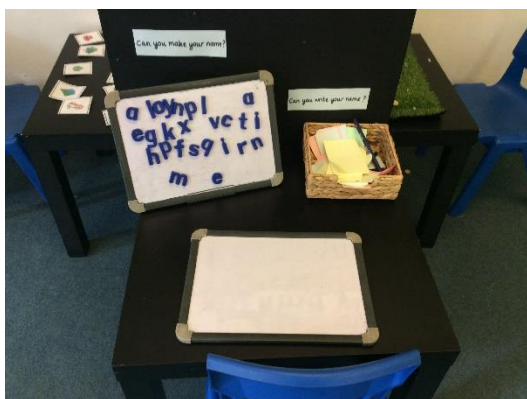
On-going assessment and skilled adult interventions in Child-Initiated play ensures that the approach in EYFS sets the foundation for the whole school pedagogical approach of recursive learning, introduction of new knowledge and the application of this new knowledge through a skills based approach. There are many regular opportunities for the revisiting and overlearning of previous teaching and learning, so that children are able to firmly embed what they have learned.

There is a strong learning culture and positive attitudes to learning are developed from the youngest age. Children play and learn well together. They enjoy the interactions with adults and demonstrate high levels of self-control and respect. The school values are promoted well through the Early Years classrooms, providing a strong basis for these as the bedrock of the school ethos and culture.



The school firmly believes each child is unique. That they have their own needs, interests, and opinions which have been shaped by their own personal experience and background. The school acknowledges that children demonstrate an individual preference of how they learn and how they meet challenges. The curriculum is designed with the interests and needs of the children at the heart of it. Planning, for both direct teaching and the provision around interests expressed by the children, comes from needs that arise and observations of how the children engage with the provision. The child-led curriculum helps develop a positive sense of identity and culture, whilst creating a safe space for the children to take risks, practise resilience and nurture their curiosity.

Basic Provision is set up so that when the children enter Year R they are welcomed into the environment with interesting, yet familiar resources, this helps to support their transition into school. This is adapted and changed over the year, and these changes are based on continuous assessment for learning.



The Continuous Provision enables the children to access opportunities to engage and explore all seven areas of learning, emphasising the connections between, and the importance of, each area of learning. The provision changes through the year to reflect a change in skills development as the children progress. This promotes and develops independence and resilience. Previous learning and provision enhancements influence the change to the Continuous Provision so the children have opportunities to revisit, apply and consolidate learning and skills within the learning environment.

Enhanced Provision comes from the interests and needs of the children. This can change within a short space of time, or can continue for longer depending upon the children's engagement with the provision. 'Invitations to Play' are set up for different areas within the environment. These areas are monitored

throughout the week for engagement, use and interest. From these observations the set-up is adapted where and when necessary to ensure ambitious and high quality learning and skill development.

The routine of the day is managed so that the children have extended periods of uninterrupted time to engage with their environment, this is to allow for sufficient time to explore, problem-solve and for deeper level learning.

Reading, writing and mathematics are taught directly each day. Developing language is a priority during these times, expanding vocabulary and embedding spoken language and understanding into all aspects of learning. The children then have time to apply, consolidate and review knowledge and understanding gained through the direct teaching.

On a daily basis there will be: direct teaching of phonics (using the Letters and Sounds programme), Talk Time (small group activities with a key adult, focused PSED and Communication and Language opportunities), reading, story time, mathematical core concepts. On a weekly basis there is direct teaching of Funky Fingers (motor skills), PE and skills developed through a focused Outdoor Learning session.



The EYFS curriculum follows the whole school plan for enhanced learning opportunities, such as stories and activities linked to events of appropriate cultural and religious significance. The school's core values and aims are explored through opportunities such as stories, exploration of books and rhymes.

There are daily opportunities for the children to engage with books, stories and rhymes, both directly and through independent choice. During phonic sessions, the children learn to decode words for both reading and writing, and they practise recognising and writing 'sight words'. Daily story times provide opportunities to share a range of texts and to engage in 'book talk' to develop an understanding of what is being read. There are daily reading sessions where the children improve their fluency skills and develop their own preference for the type of texts they engage with. Planned focus texts through the term ensure that the children are exposed to a range of texts that expand their vocabulary and encourage the development of language. Reading with adults 1:1 allows the children to apply and practise learning gained from the reading and phonic sessions, which is essential for developing the confidence to apply their early reading skills.

Direct teaching of mathematics concentrate on the teaching and learning of core mathematical concepts. Every input begins with a mental maths activity to provide opportunities for the quick recall of mathematical facts and patterns, this also provides a good basis for the pedagogical approach to the teaching of mathematics as the children progress through the school. This moves on to a direct teaching focus that includes modelling concepts, modelling mathematical language and exposing the children to concepts in a variety of different ways, introducing the children to the idea of the concrete, pictorial and abstract representations. These direct teaching inputs are often taken into the different areas of the Early Years environment to model how the language and concepts can be applied to real life contexts. The environment is set up to provide opportunities to deepen children's understanding of the core mathematical concepts by exploring, applying and consolidating mathematical knowledge and understanding, whilst encouraging the children to set and solve their own mathematical problems.

Through the teaching of early mathematics, staff ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term

what they have been taught and to integrate new knowledge into larger concepts. This is checked by staff and leaders and is used to inform assessments.

Staff genuinely believe that each child is unique. There is a strong understanding that each child has their own needs, interests and opinions which have been shaped by their own personal experiences and background. The curriculum is designed to be able to take account of the interests and needs of individuals, children are at the heart of the planned curriculum, so that their learning is purposeful and as individual as possible. Planning, for both direct teaching and provision is based around the interests expressed by the children, needs that arise and observations of how the children engage with the current provision. There is a belief that that child-led curriculum helps develop a positive sense of identity and culture, whilst creating a safe space for the children to take risks, develop resilience and nurture their curiosity.

The school aim of Informed Health is consistently reinforced, as the children learn about the importance of eating well, drinking through the day and the importance of rest and exercise. Staff give clear messages

about the importance of kindness and tolerance, through the modelling and support of positive behaviours and firm boundaries. Staff teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically, providing a good basis for PESSPA (Physical Education, School Sport and Physical Activity) as they progress further through the school.

An on-line system called Tapestry is used as a method of sharing assessment and general information with parents, providing a strong communication tool that is used in multiple

ways, including the sharing of information about current phonic sounds and how parents and carers can support this learning at home. Careful listening, to both the children and to those who care for them, ensures that the school is able to use information gained to support and personalise each child's learning, wherever it is possible to do so. Diversity and differences are valued, respected and celebrated by all and these aspects contribute to the richness of learning in Early Years.

Transition from the Early Years environment to Year 1 is carefully planned. The vast majority of children are ready to move on to the required aspects of the Year 1 curriculum by the end of Year R. A specifically adapted approach to learning for at least the first half of the autumn term ensures that the move from EYFS to Year 1 supports both the learning and emotional needs of all the children.

