

At Hollywell Primary School, we believe that every child is unique and deserves the best possible start in their learning journey in order to reach their full potential. EYFS lays essential foundations that children build upon as they progress through our school.



Intent – we aim to...

Deliver quality first teaching using a whole child approach to enable children to achieve their full potential from their unique starting points.

Provide a safe, nurturing environment in which children can grow in confidence and resilience and become independent learners.

Foster positive relationships with children and strong partnerships with parents in order to help children develop a sense of community.

Ensure that disadvantaged and SEND children are provided with the correct additional support to enable them to thrive and make good progress

Prepare children for the next stage of their learning by equipping them with the skills and knowledge required at the beginning of Key Stage 1.

To provide language rich environments both indoors and outdoors in which talk is part of everyday learning and play.

Planning and implementation: How do we achieve our aims?

At Hollywell Primary School, we provide an enabling environment which promotes the learning and development of every child. Our inspirational curriculum is designed to widen every child's world allowing them to develop the knowledge, skills, vocabulary and learning behaviours that they need to succeed. We believe that all children are capable of achieving amazing things! We aim for children to leave EYFS with fond memories, an open-minded outlook and a sense of excitement for the school journey ahead, because all of us have put them at the centre of everything we do.

Our EYFS curriculum is: **child-centered thematic inspirational challenging inclusive progressive**

Planning and teaching

A clearly structured approach

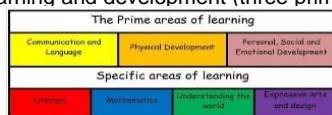
The Hollywell EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021). The EYFS curriculum ensures that learning is centered around four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a **strong partnership** between practitioners and parents and/or carers.
- Children develop and learn in **different ways** and at different rates.



Seven areas of learning

The EYFS framework includes seven areas of learning and development (three prime areas and four core areas) and these are interconnected.



A rich learning environment

At Hollywell, we recognise the importance of creating an **enabling environment** both **indoors** and **outdoors**. We believe that this is crucial in ensuring that children grow and develop to be 'resilient, capable, confident and self-assured'. Therefore, creating an **immersive learning environment** is one of the key elements of the EYFS planning.

- In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.
- The children have daily access to a purpose-built enclosed area complete with Astro Turf and a bike track. The children have access to a wide range of equipment which promotes the development of fine and gross motor skills, imagination, problem-solving skills, resilience as well as social skills.

Communication and language

Our curriculum and learning environment ensure that **Communication and Language skill development** is **key**.

*We build **relationships** and know each child very well - this is a crucial part of enabling staff to model fitting language for all learners.

*Our curriculum is **rich in vocabulary**. **Quality fiction and non-fiction texts** are selected to deliver areas of our curriculum. These are used to immerse children with language and encounter more demanding **sentence structure**.

*New theme related vocabulary forms an integral part of whole class teaching. There is **explicit teaching** of vocabulary and children meet new vocabulary in all curriculum areas. Our continuous provision enhancements are planned with vocabulary development in mind.

*On entering Reception all children take an **Early Language Screener** assessment. This supports us in identifying any issues children may have with language development very early on and enables us to put **specific interventions** in place. Regular support is also provided by the trust-based **SALT team**.

* Quality **staff and child interactions** occur throughout the day –We follow the ethos of the new framework. (More time to talk less recording)

* Talk provides the **foundations for writing** – Use of stories with patterned language, small world play, puppets and props to act out and retell familiar stories.

Characteristics of effective learning

Both our Reception classroom and outdoor area are set up daily for **continuous provision**. The EYFS team strongly believe that play is essential for children's development and we ensure that all activities and experiences provided encourage the children to display the **characteristics of effective learning**.

We believe that these underpin learning and development across all seventeen areas of the EYFS curriculum and support the child to remain an **effective and motivated learner**.



The EYFS curriculum

An ambitious and progressive curriculum

The EYFS team have developed a **progressive Long Term Curriculum Plan** covering all seven areas of learning. Learning is **sequential** and knowledge and skills are built on term on term. The plan maps out a progressive learning journey where each small steps allows the child to be successful in a continuous way. The EYFS curriculum is based around **cross-curricular inspirational projects** which are introduced with good quality storybooks or age-appropriate non-fiction texts. The children take part in six half-termy projects during the year and these follow the three Hollywell learning pathways: **evolution** in the Autumn term, **environmental** in the spring term and **legacies** in the Summer term. These are their first steps onto the school curriculum:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me & My Community	Traditions	Fantastic Planet	Nature Detectives	Animal Safari	Let's Explore

Mathematics

We believe that the early years is a prime time to build **strong foundations** in mathematics. We have therefore adopted the **White Rose Maths** approach as it helps instill a love of learning in mathematics. The scheme offers a **clear sequence** and children progress through the National Curriculum in **small steps**.

The White Rose Maths approach focuses on math's mastery — children are taught to fully grasp learning, so by the time they move on to more advanced lessons they have a **deep understanding** of fundamental concepts. As a result, children benefit from **improved learning retention**, and they develop mathematical understanding, reasoning and problem-solving abilities that they will need when moving to Key Stage 1.



Personal Social and Emotional Development

The Personal Social and Emotional Development of all our children underpins our EYFS curriculum. In the reception class, we strive to enable children to be **safe, happy, confident** individuals. We also encourage **self-regulation** as much as possible and introduce **rules** and **boundaries** through modelling good behaviour and reflection time. The children begin their learning journey by being introduced to the school's **GROWTH values** which are at the core of everything we do at Hollywell. The values underpin our teaching and learning and provide an environment which prepares children for each new step.

At Hollywell, we believe that a well-developed **cultural capital** is one of the key ingredients a pupil will draw upon to be successful in later life. We also believe that children should have regular access to a **natural environment** which provides them with inspirational and challenging outdoor learning opportunities. We are fortunate to have our very own woodland within the school grounds. **Forest School** (Great Outdoors, First Strand) offers a **learner-centred approach**, where children can learn through self-directed play and exploration. During fortnightly sessions, the children in EYFS are given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and their ability to assess risk.

Literacy

We believe that the **acquisition of phonological knowledge** in the early years is intrinsic to successful reading and writing further up in the school. Our chosen Phonics scheme is **Little Wandle Letters and Sounds Revised**. It is a systematic, synthetic phonics programme to teach early reading and spelling. Right from the start of Reception, children have a whole class daily phonics lesson. A high priority is also given to the **teaching of reading**. We aim to teach children to read and develop a **love of books**. Books are used to teach themes and to enhance our whole Early Years curriculum. As well as a daily **story time** and access to a wide range of good quality literature in the continuous provision, children take part in group reading practise sessions three times a week. During those, children focus on **decoding, prosody and comprehension**.

Adults **model writing** and children are encouraged to **have a go** at writing sounds, words, captions and eventually sentences using the phoneme-grapheme correspondence they have been taught in Phonics lessons.



Growing
Resilience
Open mindedness
Wonder
Teamwork
Happiness



Assessment

How and when?

*On a **daily basis** through observation, interaction and questioning within lessons and within our continuous provision.

*Written observations are kept to a minimum to allow staff time for quality interactions.

*EY staff we discuss notable interactions and observations after a learning time.

*On entry each child is assessed using the **RBA Baseline** (formal assessment).

*Each child has a Baseline assessment against the **17 areas of the Framework**. Staff use all they have observed/practitioner discussions to age band against DM 2020. e.g. 3-4 S. This provides us with a picture of individual attainment and identify patterns within the cohort. In June, the children will be assessed as an **emerging or expected** level in each of the 17 ELG's this data is submitted to the local authority. This information is shared with parent's and our KS1 staff to ensure we effectively plan for their next stage of learning.*Phonics learning is assessed every half term. More regular assessment is carried out for children who are having phonics 'Keep-up' interventions.

Impact

Children make expected Progress from their individual starting points thanks to a broad curriculum which meets the needs of every child.

Children enjoy coming to school and feel happy and safe. They show high levels of engagement and motivation which supports them to become life-long learners.

Children develop strong, positive relationships with the adults in school. Parental engagement in their children's learning is effective.

All children access a balanced and challenging curriculum regardless of background, needs and abilities children with SEND make good progress thanks to targeted interventions.

Children develop their vocabulary and they use new words and structures in their imaginative play, when talking to their peers and the adults around them.

CURIOSITY

Inspiration