

Furness Vale Primary and Nursey School



EYFS



INTENT

At Furness Vale Primary and Nursery School, we are passionate about making sure each and every child in our school has a flying start to their educational journey. We believe children need to feel **happy** and secure in their environment to enable them to be confident and independent learners. We aim to educate all children to be effective, inquisitive learners who develop 'Characteristics of Effective learning' through our Early Years provision.

We work with local preschools, nurseries and individual families to support smooth transitions into the Foundation Stage. We recognise parents and carers are a child's first educators which is why we are dedicated to building firm foundations with families so that we can work together to create a supportive environment where learning transcends both at home and at school.

We aim to provide the children with a rich, varied and balanced curriculum to inspire and develop **enquiring minds**. To do this we will deliver a fulfilling curriculum which covers the seven areas of learning through coherent planning that will focus on consolidating and deepening existing knowledge but also provide new opportunities for learning for all children.

We aim to create indoor and outdoor environments where all children are happy learners who thrive in school and use all learning opportunities to reach their full potential. Our indoor continuous provision provides children with a wide variety of experiences to enrich and enhance their learning. Our outdoor continuous provision builds on the children's independent exploration and interests.

Our Early Years will provide children with a solid foundation from which to build. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points, are equipped with the skills and knowledge to have a smooth transition into Year 1 and are able to begin their journey to a **promising future**.

IMPLEMENTATION

We have a structured timetable to ensure there is a balance of direct teaching, small group work and purposeful play. Our timetable ensures that we cover and deliver all seven prime and specific areas of learning; Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Numeracy, Understanding the World and Expressive Art and Design. Intervention is planned and delivered for those children needing additional support whilst children working at greater depth are challenged to deepen their learning. Children learn by playing and exploring, being active and thinking critically and creatively. Our indoor and outdoor continuous provision allows children to develop all of the characteristics of effective learning. Staff spend quality time in continuous provision each day, observing, modelling and directing play as well as planning challenges for the children to complete which revolve around our topic.

Literacy

Our school uses the Read Write Inc. phonic programme in Early Years and Key Stage One. We provide the foundations of learning for children to read and write fluently and develop spelling, vocabulary and comprehension skills. Books are embedded into all areas of our classroom and daily story and rhyme sessions from our 'Favourite Five' ensure that children are exposed to aspects of early reading all day, every day! We have chosen books for each topic that are progressively more challenging, we have picked out specific outcomes so that children continue to develop vocabulary, storytelling language, comprehension and reading skills to then retell and innovate their own stories during play.

Mathematics

In line with our whole school maths programme, we use White Rose and NCETM as guidance when planning and developing a maths-mastery focus. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration. Children in Reception have daily, 'Maths Meeting' to develop fluency, revisit key concepts and address misconceptions. In Nursery, children develop a love of maths through games, songs, rhymes and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1-1 correspondence so children count each object only once.

Wider Curriculum

We plan exciting, purposeful and contextual activities to build on children's natural curiosity and understanding. We attend Forest schools once a week to explore the outdoors and our environment. We have a dedicated time focusing on health and self-care. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All of children perform in a Nativity and participate in trips when possible. They enjoy visits from a vast range of 'People Who Help Us', such community members including the police, fire service, vets, doctors, nurses, their animals and vehicles. We also have trips to zoos, farms and the post office to enhance their knowledge or build foundations so they can apply these in their play.

We provide regular opportunities for parents and carers to come into school and work with their child, share their work, celebrate successes and also to share their love of reading with a Friday morning reading morning. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, Tapestry, learning journals, wow moments, reports and parent consultations as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1.