



School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance, we aim to be the best that we can be.

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

EYFS at Tenbury Primary Academy

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Tenbury Primary Academy Curriculum Intent

The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.

This is our EYFS philosophy

The EYFS seeks to provide:

- quality and consistency in all early year’s settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

What EYFS looks like in our School

Dream: Through the experiences our curriculum offers, our children’s ambitions and aspirations are unlocked. These experiences allow them as individuals to develop their own passions and interests and become invested in their learning leading to a sense of

drive and motivation which allows them to reach their potential and achieve their dreams.

Believe: At Tenbury children learn to believe in themselves and be proud of their local community. They understand the importance of their actions and the part they play in the diverse wider world. Through a strong self-belief leading to a positive physical and mental well-being our children are equipped to take risks and overcome any challenges they may face. Children will leave Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected therefore preparing them for life in modern Britain.

Achieve: Through our personalised and tailored curriculum, children in Early Years are taught to be responsible, resilient citizens who embrace challenge and feel success. Memorable learning experiences allow our children to retain knowledge, apply skills and develop links in their understanding. In turn, children leave Early Years with a developing independence.

By the end of EYFS pupils will:

By the end of Reception, we are hoping to have helped develop confident, independent and expressive five-year-olds. Children should be able to negotiate spaces effectively and move in a variety of ways including running, hopping, skipping and jumping with control. At this point, children should be confidently separating from carers, able to select resources and investigate their interests independently. Crucially, children should be able to take others into consideration in their behaviour, consistently taking turns and sharing as well as communicating their feelings, likes and dislikes to other adults or children.

In terms of the two core areas of learning at Key Stage One – Literacy and Mathematics – there are certain expectations of children:

Mathematics:

- Rote counting to at least twenty, and counting up to ten (or preferably twenty) objects accurately.
- Recognising and ordering numerals 1-10, and be working on 10-20.
- A rudimentary understanding of addition and subtraction, and should be able to calculate one more or one less than any number up to ten.
- Identifying and naming common 2D and 3D shapes.
- Observing and recreating repeating patterns and numerical sequences.

Literacy:

- Knowing the sounds of all twenty-six letters, as well as some digraph sounds (such as, th, sh, ng).
- Reading and writing simple CVC – consonant-vowel-consonant – words (such as 'hat' and 'pig') and attempting more complex ones.
- Recognisable and clear written letters, with clear finger spaces between words.
- Demonstrating the beginnings of basic punctuation.
- Communicating clearly in sentences and exploring new and more complex vocabulary.

This is how it works:

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We provide support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

This is what adults do:

Adults manage the pace of activities, planning varied and interesting new experiences to stimulate learning alongside opportunities for children to revisit, practise or enjoy a sense of mastery. With this groundwork in place, it is then the **adult's** skilled interactions which will move learning forward.

Practitioners within the EYFS setting are also:

- Working collaboratively with all staff to support each other
- Teachers who show enthusiasm for the EYFS curriculum
- EYFS Leader evaluates the strengths and weaknesses in all subjects and indicates areas for further improvement.
- Creating a positive learning environment to encourage discussion and personal opinion
- Ensuring a safe working environment
- Looking for opportunities to use specialists and outside providers when necessary

We know play is a vital part of learning. Through planned play, our children develop their learning experiences, which help them make sense of the world. We value a secure and stimulating environment both inside and outside the classroom to support children's learning, allowing them to practise ideas, learn how to control themselves, take responsibility for their actions and understand the need for rules.

We provide a balance between adult-led and child-initiated experiences, supporting the children through play and exploration, short carpet sessions and guided work. Our EYFS staff are skilled at observing children's play and knowing how to move them forward with their learning, helping them to develop their skills.

This is how we support:

We provide and facilitate an exciting EYFS curriculum to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

- Teachers provide learning opportunities matched to the needs of children with learning difficulties.
- Small group or 1:1 where needed
- 1:1 and small group targeted activities for children with Speech and Language difficulties
- Visual prompts and 'now and next' boards are used to ensure understanding
- A range of equipment and resources so children can make progress

This is how we challenge:

- Differentiated lessons
- Additional activities to stretch learning or develop skills
- Questioning to extend skills and develop thinking

This is how we ensure all children can access the curriculum:

- EAL and SEN children are supported, instructions repeated and activities planned to suit their abilities. Activities modelled by adult and understanding of task checked.
- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson, where appropriate
- Seating children alongside good role models to support one another
- Positive role models from Year 6 pupils who support at lunchtimes
- Providing equipment that may support individuals
- Using a range of learning opportunities, carefully planned, to support children's development in all areas.
- Children accessing a wide range of play-based activities independently
- Adult-led activities ensure that children access all areas of the curriculum.

This is what you might typically see:

- Happy children and high level of engagement shown
- Children demonstrating transferable skills, knowledge and expertise
- Lessons and learning opportunities which are, creative and fun fostering a love of learning
- An environment with high quality provisions
- Activities also promoting the child's interest
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere

This is how we know how well our children are doing:

- Effective transitions from Nursery settings
- In Nursery, WELLCOM is used throughout the year to develop speech and language skills.
- Baseline assessments conducted within the first few weeks of entry
- Informal judgements based on observation during lessons – using 'Seen It/Heard It' sheets
- Development Matters Checkpoints
- Pupil Progress meetings every half term with Headteacher and SENDCO
- 1:1 personalised phonics
- 'Floor Book' discussions with the children, where they are asked questions on previous learning to check for understanding
- Conversations with children and parents
- Teacher assessment/targets

This is how EYFS contributes to the spiritual, moral, social and cultural development of the child:

Curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

The experiences of the tasks will be revisited and demonstrated through being deeply engaged in play. Our children will grow to be confident, competent lifelong learners and good citizens.

Cultural Capital:

At Tenbury Primary Academy we are aware that children have a variety of different experiences. Cultural Capital in the EYFS is about celebrating and building on these early experiences and providing new opportunities to be curious, explore and try new things:

- Planning flexible opportunities to get to know families, such as, home visits, drop-off and pick-up times, stay and play in Nursery etc. Families also need to get to know practitioners, in order to feel that their child/ren will feel safe, secure and happy.
- Recognise the diversity of children's home experiences, and avoid assumptions about different cultural backgrounds, customs and experiences. Families are encouraged to share all of these home experiences and 'Wow' moments with us through our Google Classroom virtual classrooms for Nursery and Reception, where photos and videos can be uploaded.
- Understand that children will have varied ways of expressing their emotions and showing how they feel through different behaviour.
- Find ways to utilise families' knowledge and expertise. This might include creative skills, cooking or baking, joining-in with play activities etc. Many families will be able to contribute new learning and extend experiences through their work or job roles.
- Provide a range of recorded music, instruments, and songs – families might like to share their child's favourite songs or music. Taking part in productions at Christmas and in church services each term.

Taking advantage of family helpers and organising visits to the library, shops, park, farm or museums as part of our EYFS curriculum.

- Arranging visits to the setting from a local organisation e.g. Police officers/ Fire Fighters linked to our 'People Who Help Us' topic.

- The role play activity based on new experiences, linked to topics
- Celebrating festivals and cultural events throughout the year.

This is the impact of the teaching:

The Reception Year holds a unique and important position in education. It marks a significant milestone in a child's life, representing both a beginning and an end. For parents, it is the end of early education and care, at home and/or across multiple settings, and the start of school. For school leaders and teachers, it is the crucial bridge between the EYFS and, for most schools, the start of the national curriculum.

At Tenbury the children will refer to themselves as happy, confident and motivated learners. You will see children who can:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.

These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back and demonstrate resilience.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.