

Curriculum- Q and A in EYFS Updated 09.12.21

Do you have curriculum maps for every area of learning in the early years?

1. **Yes.** We have a curriculum map with unit plans that cover all of the 7 areas of learning written by our expert teachers across the partnership. **These have been reviewed a number of times over the past three years and incorporate the new EYFS Framework, but of course are wider than the Framework itself.**
2. Our curriculum is designed to **provide the children in early years with the foundational knowledge and understanding they need for KS1** and the rest of their schooling. For example: in history the children in Reception learn about the past and present such as learning their family tree and changes as they grow up. We read a wide range of books, rhymes and song in early years that deal with different themes. This builds upon knowledge and will improve their understanding of history in Year 1.
3. On leaving Reception class, **pupils are well prepared for the next stage of their education in Year 1.**
4. We hold **transition meetings** with the pupil's next teacher to share information about pupil's learning, development, skills behaviour and talk about next steps in their learning.

What is it like to be a child in early years at your school?

1. **It is fun, warm and welcoming !** Parents tell us that their children want to come in to school even if they are ill !
2. We ensure that children in the Early Years are **learning all of the time.** We don't want to waste their time.
3. **Reading and oracy are at the centre of our curriculum.**
4. Children develop a **love of reading** through stories being read to them many times throughout the day and taking part in many reading activities. **Books and reading are central to our EYFS curriculum.**
5. They learn to be **successful in reading very quickly through daily phonics** lessons as soon as they start. They practice applying their phonics into reading with an adult listening to them every day..
6. They are prompted by teachers to answer questions in full sentences to articulate their learning. **Oracy and vocabulary are a main focus of the EYFS curriculum.** Children are taught and practise new words every day and modelled how to put this into sentences using the 'Walk the word' teaching strategy.
7. **Every day** they are **taught directly by the teacher** in whole class sessions and in smaller groups. They **also learn through self directed and child initiated** activities which have been carefully designed by teachers to stimulate and extend learning through all areas of the curriculum. Adults facilitate pupil learning through prompting and questioning to maximise outcomes.
8. **From the moment children join our school** they get started on developing good learning habits, following routines, sharing and cooperating with peers, developing good levels of self-control.
9. **Children's behaviour in our school is very good.** demonstrate their attitudes and behaviours through the key characteristics of effective learning: playing and exploring, active learning, creative thinking and thinking critically.

10. Children learn our school Golden Rules which enable them to have self-control and be resilient to difficulties so they keep on trying.
11. Children take part in role-play activity/small world area based on a theme eg going to the doctor or going to the supermarket or The story of the Nativity
12. **Observations and pupil voice monitoring activities tell us that children feel safe, secure and stimulated in the learning environment.**

How do you make sure that teaching meets the needs of all children?

1. Teachers use **careful assessment of children**, using the **Reception Baseline Assessment, the EYFS Satutory Framework and Development Matters** to make an on-entry assessment which identifies strengths and needs. We moderate these assessments across the School Partnership. **Assessment on entry to EYFS in our school is very low. There are very high numbers of disadvantaged pupils in our school. Well above national average. By the end of EYFS attainment is just below national or in line with national attainment. This demonstrates very good progress.**
2. Teachers continually observe and interact with children and use this information to assess children's capabilities and make judgements about a child's learning.
3. This information is used quickly to identify children with low starting points (most in our school) and those 'at risk' of falling behind.
4. Teachers are well trained to plan provision to meet needs following ongoing assessment.
5. This includes professional advice and support from outside agencies and **working closely with the SENDCo** to plan activities and interventions supporting the needs of these children and providing scaffolds for them to make progress.
6. **We have a strong track record in terms of supporting children with SEND to the best possible outcomes. GIVE AN EXAMPLE.**

How do you teach early reading at your school?

1. **Reading is at the centre of our curriculum and is the most important subject in our school.**
2. We have an **entirely phonic based approach to reading**. Discrete daily phonics is taught using the Read Write Inc scheme to deliver a programme of sequenced progression in word reading skills. Children apply their phonics knowledge in writing and handwriting.
3. **Reading books match the phonic sounds** the children are learning and are fully decodable.
4. **Children are read stories many times a day**. Books chosen deal with important themes and introduce children to a growing range of texts, authors and genres.
5. **Children take phonic based books home to read** that are at their reading ability. They have practised reading these books at school and then consolidate this by reading aloud at home.

6. Children choose from a wide range of books in the class library to take home a 'sharing book' on topics of interest. For example, a child's interest in dinosaurs may lead to an exploration on books about dinosaurs.
7. Staff **develop children's love of reading** through reading aloud, telling stories and rhymes on a daily basis. Children are encouraged to retell and act out stories through role play.
8. Staff develop children's communication and language through singing songs, nursery rhymes, playing games and role play.
9. Children have opportunities to read themed books in all areas of the curriculum. For example, maths focus books are read during the teaching of mathematic themes.
10. Phonics and reading are regularly tracked. **Children are assessed on their phonic knowledge every six weeks** and are taught phonics matching their reading age and ability.

How did your school adapt and prioritise learning to get the best results during the Covid -19 pandemic?

1. **Teachers taught live lessons on Zoom to Early Years classes every day.**
2. **Phonics lessons and practice took place every day** with children practising their sounds orally, applying this into reading and writing.
3. Maths lessons took place every day where children took part in counting orally, singing number rhymes and then taking part in a practical counting activity modelled by the teacher and using every day objects at home.
4. Teachers taught the unit plans as set out in the curriculum map to teach all areas of learning.
5. Teachers read stories to the class live on Zoom every day.
6. Reading, writing, maths, RE and topic tasks were also set for children to access on Google Classroom. Teachers explained these activities to the children on zoom and feedback was given daily.
7. **Vulnerable and SEND children were encouraged to attend a school hub where they were supported in their online lessons by staff. SEND support eg speech therapy and CAMHS support continued on Zoom.**
8. **We had excellent attendance to the live lessons** because teacher followed up with parents through a daily phone call if any child was absent.
9. Parents were enthusiastic and thankful for the daily lessons.
10. **As a result of continuing to teach the full curriculum, most pupils attained the expected standards by the end of the year.**

How is your school addressing disruption and gaps in knowledge as a result of the pandemic so children are prepared for their next stage of education?

1. Teachers in the Early Years focus on children's oral language and communication through vocabulary instruction, daily phonics and reading.
2. We address areas of low development through constant assessment and designing learning activities to meet children's needs. Eg. Extra activities are planned in children's fine motor and gross motor skills

How do you promote knowledge and understanding to gain cultural capital in your setting?

1. Cultural capital in our early years setting allows children to build upon their early experiences in learning and play. We give children the opportunity to be curious, explore, to try and experience new things.eg visits to the library, shops, museums, parks etc. Visitors in school such as people who help us eg Police, school nurse. Workshops such as Zoolab. **London is our classroom !**
2. Our indoor and outdoor environments are planned and designed with a range of activities that ignite curiosity, inspire learning and encourage children to explore the world around them. We observe the needs of our children and plan a range of activities to suit them and expand their horizons.
3. This is further supported by the teaching of our RE curriculum, which explores different faiths and communities; teaching through British values are reflected in the teaching of our school values and high expectations of pupil behaviour according to these values.
4. We ensure understanding by promoting different cultures and learning to understand how different festivals are celebrated. These enable children to understand different ways of life.

How do you engage parents in their children's learning?

1. **We work closely with parents to ensure the best possible outcomes for children. Where parents appear to be reluctant to engage fully with school, barriers are addressed** and managed to ensure that a good start is made and that parents know they are welcome and feel confident about coming in to school. **We understand that not all parents have had a positive experience of education themselves and may be nervous of the school setting.**
2. **Parents tell us that they feel welcome in the school** and many parents make appointments to see the class teacher on a regular basis to talk about their child's progress.
3. In the summer term, **prior to joining the school, we have a strong induction programme in place for parents** to help them to learn about how the school works, what to expect in Nursery or Reception class and how best to help their child at home.
4. Parents and children meet the teacher for a 1:1 meeting at the beginning of September, immediately prior to their child starting school. **Parents tell us they feel reassured and prepared for their child's start.**
5. Later in the autumn term, teachers meet parents to discuss how their child has settled in and give further advice on how to support their learning at home.
6. **There is a very strong focus on home/school reading using phonic based books and 'sharing' books.**

7. The school runs **parent information sessions** (coffee mornings) on how to help their child with reading at home, with writing, with maths, developing vocabulary and oracy, eating and sleeping issues, behaviour etc
8. Parents are offered a school lunch information and tasting session at the beginning of the year.
9. There are the usual 'Friend's of the School' events eg fancy dress disco, Movie Night, Family BBQ, well attended by parents. **These events also help to build relationships between parents and staff in the interests of our children.**
10. Parents continue to meet teachers for Academic Review Day meetings in the Spring and Summer term to discuss progress and give advice on support at home.
11. Children take home **lots of different certificates and prizes** to show their parents how well they are doing and they take home work to show their parents.
12. **Parents attend a Parents Working Alongside Children in Class session** where they can see what a morning is like for their child and have the opportunity to ask questions of the class teacher and HOS.
13. Parents are **encouraged to book meetings with the class teacher, and SENCO** where appropriate, whenever they have questions or would like advice on supporting their child at home. **Most do.**