

**Early Years Foundation Stage (EYFS)  
learning experience at Merry Hill**

**Our Vision (Intent)**

At Merry Hill we aim to develop children as individuals and provide them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. In the EYFS, our goal is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately they go on to be active citizens of society and happy, curious life-long learners. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. We know that our children enter the Nursery and Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly to address this, we ensure all children are challenged and are provided with the opportunities to meet their Early Learning Goals (ELG) regardless of their starting points.

The Development Matters along with Birth to 5 document and the Early Years Framework set out the knowledge and understanding required for children by the end of the Foundation Stage. Our staff use these documents to personalise children's learning on their educational journey.

It is our intention to provide a broadly enriched, rounded and stimulating learning environment where children can work with adults and peers in a climate of mutual respect to develop:

- Confidence in their ability to learn.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings and to solve problems.
- A unique child.

We aim to do this through our ambitious curriculum:

- We will retell a story using ambitious vocabulary.
- We will be confident risk takers 'I can do it...Just not yet!'
- We will be global green citizens.
- We will become independent.
- We will celebrate a variety of cultures.
- We will always use good manners.

We provide our children with a well-structured, safe, active learning environment both indoors and outdoors. This enables them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

As the children move into Reception, we invest time and energy into helping children set and reflect on their own goals by aiming high and developing a love of reading, writing and number. We believe a holistic curriculum, maximising opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. Imagination and creativity is

fostered to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular forest school sessions.

### How we plan and teach in the EYFS setting (Implementation)

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may have barriers to overcome, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

Our themes are driven from child-centred topics based on providing our pupils with enticing experiences which motivate the children, and are deeply rooted in the love of stories and reading. A range of educational visits (including our local community) bring 'learning to life'. Subject knowledge of the EYFS curriculum is strong among all practitioners and is used to plan a broad, balanced and progressive learning environment and curriculum for all of our pupils.

Every member of staff uses ongoing observational assessment and high quality interactions to identify children's starting points, plan experiences and move learning on. This is supported alongside our assured knowledge of the children which maintains our understanding of the unique child. We use this information on a weekly basis to plan learning experiences and enhancements so that knowledge and skills are built cumulatively. We also use this information to develop our learning environment to suit the needs and interests of the children. Our staff regularly update the learning areas in our classrooms to ensure maximum engagement for all learners. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept on Tapestry and are shared with parents. We provide regular opportunities for parents and carers to come into school and support their child, share their learning and celebrate successes.

Effective continuous provision practise and principles support our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Within lessons you will see:

- Planned first hand experiences, exploring their school, their local area then further afield. (Building on knowledge over time, seeing the connections, associating language with concepts)
- Talk partners in every lesson, promoting use of subject specific language
- Shared learning opportunities with children and adults
- Children learning inside and outside of the classroom
- Children exposed to reading opportunities in different areas of the classroom
- Pupils provided with opportunities to apply their acquired knowledge
- Retrieval practice embedded in sessions
- CIL learning throughout the day
- Adult led activities

## Intended Impact on...

### **Pupil Voice**

Our pupils talk about what they are learning and explain it; they also take risks when exploring the unknown. Pupils are listened to respected, and treated with kindness. They work independently to resolve disagreements and can be trusted to make the right choices.

### **Evidence in Knowledge and Understanding**

Children make links between previous learning and can apply knowledge in more complex examples. They demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills and knowledge across all areas of the curriculum including Literacy, Mathematics and Physical Development using these in different ways.

### **Application**

Children are actively engaged in learning and their enjoyment of this learning will be apparent to all. All children will have experienced a curriculum that provides, exciting and enriching learning experiences and opportunities for children to learn through educational visits and hands on experiences. Our children are skilful at solving problems and they will have effectively developed their personal levels of resilience and independent learning skills.

### **Outcomes**

At the end of each year we aim for all children to achieve a Good Level of Development (GLD). Children who have gaps in their knowledge receive appropriate support and interventions to enable them to keep up with our curriculum. Children are well prepared for their next phase of learning. Pupils leave the Early Years as happy, inquisitive and successful learners.

<u>Curriculum Aim/Ambition</u>	All children will be able to retell a narrative using ambitious vocabulary	All children will be confident risk takers	All children will be global green citizens	All children will develop independence and take care of themselves	All children will celebrate a variety of cultures	All children will consistently use good manners
<b>Reasoning</b>	<p>Use of library has decreased and use of electronic devices has increased</p> <p>C&amp;L levels low across school</p> <p>In KS1 writing levels are lower than reading</p> <p><b>2023 baseline C&amp;L 66.6% EXS (40)</b></p>	<p>Using real tools enables our children to learn risk management, problem solve and increase independence skills.</p> <p>Increased confidence/independence/ resilience</p> <p>Support growth mindset i.e. learning from mistakes</p> <p><b>2023 baseline PSED 61.6% EXS (37)</b></p>	<p>Outdoor learning is fundamental to our ethos and vision</p> <p>Mental health impact</p> <p>Global awareness and impact</p> <p>Respect for our environment, selves and community</p> <p>Children's sense of responsibility for the environment</p> <p><b>2023 baseline UW 56.6% EXS (34)</b></p>	<p>Preparation for KS1</p> <p>Impact on fine and gross motor skills</p> <p>Taking pride and ownership as part of wider school community</p> <p>Sense of achievement i.e. Developmental milestones</p> <p><b>2023 baseline PSED 61.6% EXS (37)</b></p>	<p>Representing cultures in our school.</p> <p>Not all religious buildings are represented in Bushey</p> <p>Recent events and world news equity vs equality (BLM)</p> <p>Increase acceptance of cultural differences</p> <p><b>2023 baseline UW 56.6% EXS (34)</b></p>	<p>Teach children to value and take care of property</p> <p>Respect and consideration for others</p> <p><b>2023 baseline PSED 61.6% EXS (37)</b></p>

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<b>Experiences we could offer</b>	<ul style="list-style-type: none"> <li>• Talking time (within blogs)</li> <li>• Helicopter stories</li> <li>• Talk for Writing</li> <li>• World book day</li> <li>• Author visit</li> <li>• Plays/performances</li> <li>• Makaton</li> <li>• Playground story telling area</li> <li>• Stage in Nursery and Reception gardens</li> <li>• Stage in school hall</li> </ul>	<ul style="list-style-type: none"> <li>• Working with a range of tools – screwdrivers, hammers, saws etc.</li> <li>• Visitors (carpenter, artist and craft people)</li> <li>• Hands on site manager</li> <li>• Parental involvement</li> <li>• Forest area (collect raw materials)</li> <li>• Natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Field to fork</li> <li>• Mini Forest Explorers</li> <li>• Planting areas</li> <li>• Recycling in class</li> <li>• Compost bin</li> <li>• Harvesting produce</li> <li>• Trip to an allotment, green grocers</li> <li>• Visitors – recycling team, Mr Hobbs</li> <li>• Work alongside eco council</li> <li>• Litter pickers</li> <li>• Classroom helpers with responsibilities</li> <li>• Walk to school week</li> <li>• Topics – mini beasts</li> </ul>	<ul style="list-style-type: none"> <li>• Changing for PE</li> <li>• Allocated pegs, book bag boxes, colour group bottles</li> <li>• Changing into outdoor suits</li> <li>• Changing into welly boots</li> <li>• Fiddly fingers (fine motor activities)</li> <li>• Write dance</li> <li>• A variety of fastenings</li> <li>• Busy boards</li> <li>• Toileting workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors from a range of cultures</li> <li>• Teaching festivals</li> <li>• Multicultural focus texts in literacy</li> <li>• A range of diverse books and resources</li> <li>• Music focus</li> <li>• Dressing up/role play</li> <li>• Watching cultural dances, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to manners on blogs – home/ school link</li> <li>• Saying please, thank you to different people and adults (e.g. lunch time staff – Sadie)</li> <li>• Using cutlery and manners when eating – teachers supervise Reception mealtime</li> <li>• Manner of the week</li> <li>• Learn and uphold the Golden Rules</li> </ul>

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<b>Skills</b>	<ul style="list-style-type: none"> <li>• Oral rehearsal</li> <li>• Applying story language</li> <li>• Speaking</li> <li>• Listening</li> <li>• Vocabulary</li> <li>• Makaton</li> </ul>	<ul style="list-style-type: none"> <li>• Clasp strength</li> <li>• Joining</li> <li>• Cutting</li> <li>• Twisting</li> <li>• Develop control of movements</li> <li>• Develop tool/ materials safety understanding</li> <li>• Hand eye coordination</li> <li>• Measuring</li> <li>• Observational skills</li> <li>• Planning and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Plant life cycles</li> <li>• What plants need to grow</li> <li>• Use gardening tools</li> <li>• Sort materials</li> <li>• Recycle</li> <li>• Repurpose items</li> <li>• Conserve energy (turn off lights, shut doors, put lids on pens)</li> <li>• Care and respect our school environment as well as our home and community environments</li> </ul>	<ul style="list-style-type: none"> <li>• Hand strength</li> <li>• Pulling</li> <li>• Balance</li> <li>• Coordination</li> <li>• Organisation</li> <li>• Sequencing</li> <li>• Right/ left</li> <li>• Pairing</li> <li>• Reading their name</li> <li>• Ownership of property</li> <li>• Turing clothes inside out</li> <li>• Flip coat over</li> <li>• Fastening buttons</li> <li>• Fastening zips</li> <li>• Putting shoes on the correct way round</li> </ul>	<ul style="list-style-type: none"> <li>• Identify differences and similarities (appearance, belief, hobbies, interests)</li> <li>• Care</li> <li>• Empathy</li> <li>• Respect</li> <li>• Tolerance</li> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Say please when asking</li> <li>• Say thank you when receiving</li> <li>• Show respect for others</li> <li>• Let other finish before you speak</li> <li>• Ask permission before touching or taking things</li> <li>• Respect your own and other people's property</li> <li>• Return things you have borrowed</li> <li>• Clean up after yourself</li> <li>• Say excuse me when passing someone</li> <li>• Put your rubbish into a bin when you're out</li> <li>• Be kind to others</li> <li>• Hold the door open for other people</li> <li>• Listen and don't interrupt when people are speaking</li> </ul>