

Subject Story

Early Years Foundation Stage

Intent

We believe that the foundations of a good, high quality education, start with a solid Early Years curriculum. This is both for the personal, social and emotional development of children as well as their academic achievements. One is not exclusive of the other.

At Morden Primary our Early Years' intent is to ensure that children receive a wide and varied range of experiences that not only match our local context and baseline information, but also stretches and challenges our children to meet the expectations of the Early Learning Goals.

Whilst physical and emotional milestones may not change within child development, we are ever aware that the contextual, social and environmental elements which impact on child development continuously change. Therefore we believe in regularly reviewing how we cater for pupils' needs to enable every child to reach their personal best.

Implementation

Meaningful learning

- The curriculum is responsive to pupil need and results in a wide variety of activities that stimulate interest and curiosity in all 7 areas of learning.
- Children are encouraged to demonstrate independent and safe learning behaviours through the clear structures and adult guidance embedded in daily practice.
- The curriculum and focused teaching develops basic reading, writing and number skills.
- Carefully selected topics and development of pastoral care, lead to children being engaged and taking ownership for their learning.

Staff knowledge

- All EYFS staff demonstrate a deep knowledge and understanding of the EYFS curriculum and pedagogy in relation to the learning needs of the children.
- The EYFS staff effectively identify children in need of early help, and working with external agencies, e.g. educational psychologist, LA inclusion team and SALT, to ensure children are well supported to achieve well.
- Ongoing bespoke and high quality CPD, sharing good practice and mentoring, the quality of teaching and provision from both teachers and support staff is highly effective.

Vocabulary development

- Staff model the use of rich and varied vocabulary when they play alongside the children. This rapidly develops children's communication and social skills. Where some children are very articulate when they explain their thinking and learning, this is used to support and motivate their classmates.

PSED

Children's personal, social and emotional development is a high priority. Adults model the school values and Development Matters objectives continuously to support children as they grow and develop their relationships and understanding of their own and others emotional wellbeing. Whilst specific activities are planned to promote PSED (such as small group work, games and texts which promote discussions), opportunities are woven into all aspects of the EYFS continuous provision.

Reading

Children share a love of reading through a variety of high-quality texts used through discreet teaching and in the continuous provision.

At Morden Primary we use the Little Wandle Letters and Sounds Revised SSP. This is a comprehensive Early Reading programme which teaches children the skills they need to read.

We start teaching phonics in Nursery through Foundations for Phonics from Little Wandle Letters and Sounds Revised, through continuous provision, child interactions and hearing sounds in the environment through play. Formal phonics begins in Reception, where we follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. **(See Early Reading and Phonics Subject Story for more detail.)**

Early maths

Children's interest in maths is fostered through a range of maths specific and integrated activities. Maths sessions are taught in both large and small groups, and activities and the environment provide opportunities for children to practise these skills. Children are given maths home learning which allows them to find maths in the everyday environment, as well as develop in the prime areas of the curriculum through sharing games and learning resilience.

Impact

- Pupils enter the Foundation stage at levels significantly below those expected nationally, particularly in Communication and Language and make good progress by the time they leave.
- Despite entering the school well below expected starting points, pupils catch up quickly and are broadly in line nationally leaving Reception class at a Good Level of Development.
- High expectations result in children achieving across all areas of learning and development so that they are well prepared physically, academically, socially and emotionally for the next stage of their education. Children who are eligible for support through the early years' premium make progress in line with other children at the school.

Reception Attainment Summer Term 2021-2022					
Areas of Learning & Development			Below	Toward	*AT
		ELGs			
Prime Areas	Communication & Language	Listening, Attention and Understanding	4%	21%	75%
		Speaking	7%	32%	61%
	Physical Development	Gross Motor skills		7%	93%
		Fine Motor skills		21%	79%
	Personal, Social & Emotional Development	Self-Regulation		29%	71%
		Managing Self		21%	79%
		Building Relationships		11%	89%
Specific Areas	Literacy	Comprehension		29%	71%
		Word Reading	7%	11%	82%
		Writing	18%	18%	64%
	Mathematics	Number		32%	68%
		Numerical Patterns		14%	86%
	Understanding the World	Past and present		29%	71%
		People, Culture and Communications		29%	71%
		The Natural World		29%	71%
	Expressive Arts and Design	Creating with Materials		21%	79%
Being Imaginative			25%	75%	
GOOD LEVEL OF DEVELOPMENT				NO	YES
				50%	50%

If you were to walk into an EYFS lesson at Morden, you would see:

- ✓ Use of a high-quality props, texts and interactive resources such as film and singing.
- ✓ Learners taking part in small groups and whole class activities.

- ✓ All members of the EYFS team involved in recording and assessing pupils' responses as well as prompting and challenging individual children.

If you were to walk into the EYFS Learning Environment, you would see:

- ✓ A range of engaging activities motivating the children to explore and be inquisitive through play. e.g. the role play area encourages independence and real-life experiences
- ✓ Opportunities to develop numeracy and literacy skills
- ✓ The outdoor provision promotes curiosity and provides good opportunities for children's physical development. e.g. there is a bug hotel, a mud kitchen, a stage and climbing equipment
- ✓ Attractive and stimulating with a wide range of quality resources readily accessible for the children

Pupil Voice

What do you like about the EYFS:

- 'The arts and crafts table. I also like being with my friends in Yellow Class.'
- 'I like sitting with an adult to do my jobs, choosing time and the computer room.'
- 'Playing outside with the toys and I like the pirate ship.'
- 'Nursery parties with my friends.'
- 'My teachers and the colourful classroom.'
- 'I like the creation station because you can make things.'
- 'I like playing on the bikes.'

The EYFS progression of skills is taken from 'Development Matters'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

This is an example of how the EYFS Early Learning Goals transition into the subjects taught at Key Stage 1 and 2

Ks1 & 2 Subjects	EYFS Areas of Learning	Prime Areas		
		Personal, Social & Emotional Development	Physical Development	Communication & Language
Literacy (including speaking & listening)		They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	They handle equipment and tools effectively, including pencils for writing.	<ul style="list-style-type: none"> - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. - Children express themselves effectively, showing awareness of listeners' needs.
Mathematics				
Geography				
History				
Science			Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	
Computing			They handle equipment and tools effectively, including pencils for writing.	
Physical Education			Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	

Learning environment



Successes in 2022-2023

- ✓ First full academic year of using new Phonics Programme Little Wandle Letters and Sounds (LWLSR)
- ✓ Accelerated progress in Phonics for both nursery and reception
- ✓ High proportion of children making expected or better progress in Physical development
- ✓ High proportion of children making expected progress with Communication and Language development
- ✓ Full time nursery children making expected or better progress
- ✓ Improvement in handwriting with the introduction of the program aligned to LWLSR
- ✓ Early intervention for those Children with SEN
- ✓ EYFS team adapting to new changes in staffing





Priorities for 2022-2023

- ✓ To continue to see accelerated progress in phonics
- ✓ To increase the number of children reaching ELG in reading at the end of the EYFS
- ✓ To increase writing opportunities and children's interest in writing within the continuous provision to ensure results are in line with national expectations
- ✓ To review processes for capturing high quality learning opportunities to support assessment of children's progress and attainment.
- ✓ To support and develop children's PSE skills

Some websites you might find particularly interesting

Reading:

[Read a Story Online - Audiobooks](#)

[Pearson - Help Your Child to Read](#)

[Love Reading 4 Kids](#)

[Power of Reading](#)

Phonics:

[BBC Alphablocks Guide To Phonics](#)

[Oxford Owl - Letters and Sounds](#)

[Introduction to Jolly Phonics](#)

[Jolly Phonics Songs Vimeo](#)