



Staindrop CE Primary  
School

EYFS

Intent, Implementation  
and Impact



**A Unique Child**

High expectations encouraging children to develop perseverance and self-belief.

Celebrate and welcome differences within our school community.

Access to the outdoors

Child centred learning- following children’s interests and fascinations.

Extended play periods and sustained thinking.

Recognise children’s prior learning- previous setting and at home.

Skilful adults

Back and forth interactions with children to develop language.

Cross curricular links- learning from the ‘experts’

Our Christian Values- respect, friendship, responsibility, wisdom, creativity.

Collaborative learning

Collective worship and opportunities to reflect.

**Positive Relationships**

Work in partnership with parents, carers and other settings to provide the best possible start.

Stay and play sessions

Each child has a passionate and reflective key worker

Class dojo- class story and portfolios

Welcoming atmosphere- each unique family is welcomed and listened to

All about me books

Warm, skilful adult interactions

Nursery transition visits/ parent meetings for all new starters

Develop the skills and expertise of staff working in EYFS- regular CPD opportunities

Children’s key person builds a triangle of trust with the child and family

**Enabling Environments**

Access to learning outdoors

Open-ended resources which spark curiosity, awe and wonder.

Balance of both adult guided and child led learning.

Opportunities for negotiation and collaboration with others

Balance of relevant and celebratory displays, as well as natural, calm and neutral backdrops.

Vocabulary rich environment

Children choose their own learning and enquiries through play.

Access to natural resources

First hand experiences- learning from the ‘experts’

Opportunities are provided which allow imagination and creativity to flourish

Books in all areas to promote and develop children’s love of reading

Knowledgeable staff optimise the development and learning potential of every child

**Learning and Development**

Recognise children’s prior learning- previous setting and at home.

Work in partnership with parents, carers and other settings to provide the best possible start.

Reception Baseline Assessment

Love of reading

High level engagement ensures high level attainment

Provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences

Ensure that all children make at least good progress from their starting points

Embed a language of learning based on the characteristics of effective learning

Carefully considered provision for the most vulnerable/ SEND pupils

Children and adults construct the curriculum together

Gather information from child’s voice, parent’s voice, practitioner voice and other professionals

# We want all children in the EYFS at Staindrop CE Primary School to...

## CURRICULUM AIM:

Know more, Do more & Remember more

- Engage in a curriculum where children are able to make cross-curricular links in their learning
- Use real life resources in play which spark awe, wonder and curiosity
- Make links between their learning across the EYFS curriculum
- Use a wide range of vocabulary, introduced through meaningful interactions with adults, stories, poems
- Engage in prolonged play experiences with sustained shared thinking with a passionate, skillful adult.
- Gain the skills, knowledge and understanding, to start their educational journey, progressing from their individual starting points and preparing them for the next stage of their education.



## CURRICULUM AIM:

Meet people, go places & make things happen

- Be **INSPIRED AND CURIOUS** through the **EXPOSURE TO A VARIETY** of meaningful experiences and real life resources.
- Have the **CONFIDENCE** to find out and explore by making independent choices, being resilient learners, working collaboratively, taking risks and having our own ideas.
- Have the **CONFIDENCE** to ask questions to deepen their understanding

## CURRICULUM AIM:

Love of Reading

- Read to learn from a range of high-quality fiction and non-fiction texts.

### Barriers to EYFS for Staindrop CE Pupils:

- Children lack independence and confidence to communicate their ideas
- large percentage working parents-time poor: Less children have reading modelled and supported at home.
- Lack of comprehension skills on entry (47% not on track) children struggle to talk about stories, answer key retrieval questions
  - PP at National Average
  - Low levels of language on entry (40% not on track)
- Low PSED- 47% of current cohort not on track on entry to Reception (impact of COVID 19)

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*



Our ambitious curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start, ensuring each individual reaches their full potential from their various starting points.

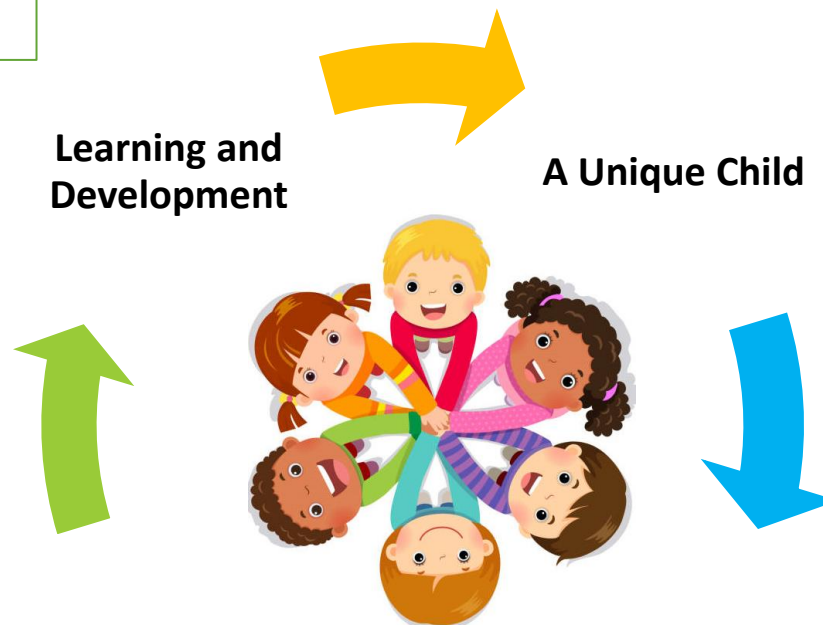
We have high expectations of all children, encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging, creative curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences.

As a whole school we follow our Christian Values- respect, friendship, responsibility, wisdom, creativity.

**Learning and Development**

**A Unique Child**



We provide a vocabulary rich learning environment with books in all areas to promote and develop a lifelong love of reading.

We provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.

Our carefully planned learning environment is rich with open ended resources which spark children's curiosities, awe and wonder.

**Enabling Environments**

**Positive Relationships**

We provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.

We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year group. We are passionate about children leading and engrossing themselves in their learning.

We continually reflect on the different ways that children learn and reflect this in our practice. The characteristics of effective teaching and learning that are at the fore front of our minds when planning activities.





Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This involves following a half termly theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning.

We provide the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

We collect evidence of children's learning through work completed in the floor book, busy books, photos and videos which can be shared with parents using our class dojo portfolios. Parents can engage with children about their learning and can contribute to the knowledge we have of the child in school.

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS we embed books in our provision through activities, story sessions and on display for children to access independently. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

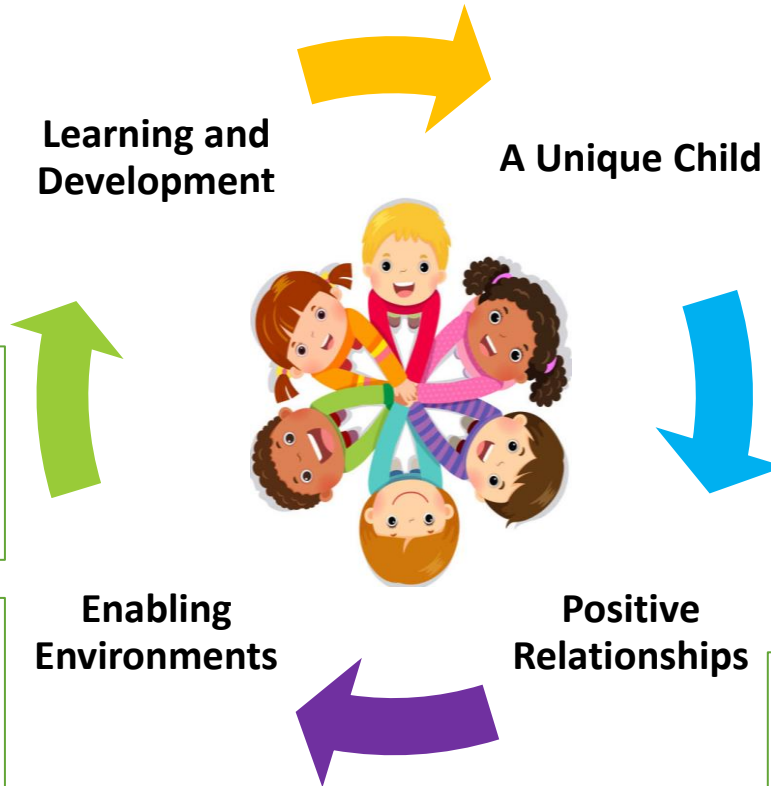
In Reception we follow the Read, Write Inc scheme of phonics. In Nursery children focus on Phase 1 which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Reception.

For Mathematics we follow the Mastery Approach as well as White Rose Hub scheme of work. 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.

In foundation subjects exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, building a boat for their favourite toy enables them to think like a 'Scientist' and 'Engineer' as they explore a range of materials and test out their own ideas.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge.

Children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary will be modelled, both verbally and orally, by supporting practitioners.





Baseline	Ongoing Observation	Assessment
<p>Prior to children starting, staff speak to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at.</p>	<p>All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work.</p>	<p>Phonics assessments are carried out every 6-8 weeks following the RWI phonics scheme assessment schedule.</p>
<p>During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.</p>	<p>Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making.</p>	<p>Assessments are completed three times a year. The class teacher tracks and updates the progress the children have made.</p>
<p>The <b>Reception Baseline Assessment (RBA)</b>, undertaken during the first 6 weeks of the Autumn Term. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.</p>	<p>Gap and Strength Analysis completed three times a year (October, December and April). Information from summative assessment shows where the greatest areas of need and strength are within the cohort. The environment and provision put in place directly reflects the needs that have been identified.</p>	<p>In Summer Term 2, the EYFSP is completed where the teacher judges whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, the class teacher, provides a narrative for both parents and the Year 1 teacher.</p>
<p>The Nuffield Early Language (NELI) assessment is carried out during the baseline period in Reception to identify children's language and communication skills level. This is assessment informs us if the child is at expected for their age, requires intervention, or needs to be referred for specialist support.</p>	<p>Some observations of the children are uploaded onto class dojo portfolios.</p>	<p>Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.</p>

# By the end of the EYFS all children are expected to reach our curriculum goals

<p>To become a <b>Confident, communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>	<p>To become a <b>Independent Individual</b> who can follow the rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p>	<p>To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become a <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p>
<p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>	<p>To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p>	<p>To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>
<p>To become a <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p>	<p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Staindrop is special, have an awareness of other people's cultures and beliefs.</p>	<p>To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p>

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*

# Communication and Language Milestones



By the end of Autumn Reception children will be:	By the end of Spring Reception children will be:	By the end of Summer Reception children will be:
<ul style="list-style-type: none"><li>• Able to listen carefully to their teachers and peers</li><li>• Able to listen and engage in story time</li><li>• Able to talk confidently to their teachers and friends</li></ul>	<ul style="list-style-type: none"><li>• Able to listen carefully and talk about what they are learning or experiencing</li><li>• Able to develop and use an exciting vocabulary</li><li>• Able to ask and answer relevant questions linked to their learning</li></ul>	<ul style="list-style-type: none"><li>• Confident speakers who can converse with familiar and unfamiliar people</li><li>• Brave and express their ideas, thoughts and feelings</li><li>• Using a varied and exciting range of vocabulary</li></ul>

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*





# Personal, Social and Emotional Development Milestones

By the end of Autumn Reception children will be:	By the end of Spring Reception children will be:	By the end of Summer Reception children will be:
<ul style="list-style-type: none"><li>• Making friends and playing with children in their class</li><li>• Forming strong relationships with their teachers and friends</li><li>• Taking turns and sharing resources</li></ul>	<ul style="list-style-type: none"><li>• Able to express themselves when they need help or are feeling upset</li><li>• Independent when changing, toileting and putting on their coat</li><li>• Brave and resilient when performing a task</li></ul>	<ul style="list-style-type: none"><li>• Caring, respectful and empathetic to others</li><li>• Resilient when things get tough</li><li>• Able to use own ideas to resolve disagreements and be able to self-regulate</li></ul>

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*

# Physical Development Milestones



<b>By the end of Autumn Reception children will be:</b>	<b>By the end of Spring Reception children will be:</b>	<b>By the end of Summer Reception children will be:</b>
<p>Moving around our classroom with confidence and skill, including transition times and lining up</p> <p>Beginning to use simple tools safely and with increasing control</p> <p>Beginning to understand how to look after and care for themselves including using a tissue and toileting independently</p>	<p>Confidently using apparatus and equipment and developing strength, balance and co-ordination</p> <p>Able to develop accuracy and purpose when using a range of tools</p> <p>Beginning to talk about healthy choices</p>	<p>Able to hold a pencil and paintbrush with control and use scissors effectively</p> <p>Able to understand what it means to be healthy</p> <p>Enjoying physical activity indoors and outdoors</p>

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*

# Literacy Milestones



## By the end of Autumn Reception children will be:

Listening and responding to stories, non-fiction, rhymes, and poems

Beginning to use their knowledge of phonics to blend and segment simple words

Beginning to form letters correctly

## By the end of Spring Reception children will be:

Asking and answering questions about a book

Confident using phonic knowledge to blend and segment and read and write some red words

Writing short sentences that they can read

## By the end of Summer Reception children will be:

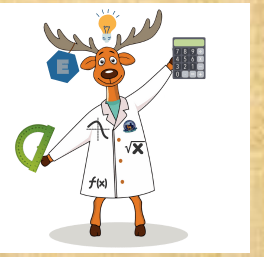
Excited about sharing and reading books

Able to read simple sentences and understand them

Brave and resilient writers who are proud of what they write

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*

# Mathematics Milestones



<b>By the end of Autumn Reception children will be:</b>	<b>By the end of Spring Reception children will be:</b>	<b>By the end of Summer Reception children will be:</b>
<p>Talking about number and patterns in the world around them</p> <p>Exploring and talking about manipulative resources e.g. numicon, counters</p> <p>Beginning to understand the value of a number (That '3' represents 3 physical objects)</p>	<p>Counting, ordering and comparing numbers to 10 confidently</p> <p>Using manipulative resources purposefully</p> <p>Exploring with shape, measure and problem solving</p>	<p>Able to have a deep understanding of numbers 1-10</p> <p>Confident when identifying patterns and problem solving</p> <p>Able to apply mathematical knowledge and skills in all areas of learning</p>

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*



# Understanding the World Milestones



## By the end of Autumn Reception children will be:

Talking about their family, their home and people who are important to them

Exploring, being inquisitive and asking questions about the world around them

Beginning to talk about how we celebrate cultural events such as birthdays, harvest, Diwali and Christmas

## By the end of Spring Reception children will be:

Confident when talking about what they see, hear and smell in relation to seasonal change

Knowledgeable about people who help us in our school and in our community

Appreciating that people have different beliefs and begin to become familiar with the beliefs of others

## By the end of Summer Reception children will be:

Using, making and exploring simple maps

Aware of where they live and how this is similar and different to another country

Knowledgeable of how animals begin life and grow

Confident explaining why we take care of our world and the living things on it

Knowledgeable about their family, people from the past, and people who are important to us

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*

# Expressive Arts and Design Milestones



By the end of Autumn Reception children will be:	By the end of Spring Reception children will be:	By the end of Summer Reception children will be:
<p>Beginning to explore a variety of artistic mediums</p> <p>Enjoying singing, dancing, role play and playing with musical instruments</p> <p>Experiencing pretend play</p>	<p>Choosing the correct medium to construct a masterpiece</p> <p>Beginning to be expressive and imaginative when performing</p> <p>Exploring a variety of artistic mediums and be proud of their creation</p>	<p>Brave and confident when expressing and performing to an audience</p> <p>Enjoy experimenting with a range of music and musical instruments</p> <p>Enjoy creating with a range of different medium</p>

*"Through God's love, we are the rich are the rich soil where roots grow and seeds flourish"*