

*Our Early Years Foundation Stage Curriculum is the foundation upon which our children build their skills and knowledge for the rest of their lives.*

*At Harrison Primary School we value the importance that the EYFS plays in laying secure foundations for future learning and development to enable all children to reach their full potential, and become 'Lifelong learners with open minds'.*

The 'Harrison Learning Tree' underpins all we do – in Year R we introduce the children to the cornerstones of the tree: **Citizenship, Attitudes to learning, Responsibility and Excellence**. The leaves within each branch provide a structure for the praise and feedback given to children, enabling them to feel confident about themselves as learners and become responsible for their attitudes and behaviour. All aspects of our EYFS environment and curriculum are underpinned by these four elements and the three characteristics of effective teaching and learning:

### Playing and Exploring

Our children have opportunities to play with what they know, investigate and experience things, and 'have a go'. We offer open-ended resources so that children can plan ahead and make choices about how they will use objects. Environments are well-organised and easily accessible, so children can locate and use materials, resources and equipment independently. Spaces are arranged in a way that invites collaborative play and exploring alongside peers. This allows children to practice what they have been previously taught and deepen their understanding and skills, through shared learning experiences.

We follow the children's interests and provide stimulating resources in response to their fascinations. Our practitioners join in with play and investigations; talking to children about what they are doing and what they are noticing. Providing a narrative alongside the children's play supports them to navigate new experiences, make sense of the world around them and make links to previous learning.

### Active Learning

We know that active learning occurs when children are motivated and interested. Engaging in active learning encourages goal-directed behaviours and inspires children to develop the skills they need to achieve their goal. By following individual interests and identifying specific 'teachable moments' we teach our children to concentrate and persevere in order to enjoy achievements. We know children overcome obstacles at different rates and in different ways; some learn by repeating something hard on their own, some ask an adult or friend for help and others learn by modelling - watching what others do many times before trying it for themselves. We help children to accept the pace of their learning by giving plenty of time to make connections, repeat activities and talk about what they are doing. Giving children sustained periods of child-led learning time, maximises the time our children spend engaging in active learning. As children develop their confidence, they learn to make their own decisions about achieving outcomes; this provides children with a sense of satisfaction as they take ownership of their learning.

### Creating and Thinking Critically

Children at Harrison feel confident to have, share and develop their own ideas and explanations. We encourage and celebrate children's creative thinking as they discover strategies for doing things and make new links between ideas. The curriculum and environment offer opportunities to solve real problems and use pretend play to think beyond the 'here and now'. Practitioners support children to think critically by facilitating sustained discussions; using questioning to prompt them to consider 'how' and 'why' things happen. It is in Year R where we begin teaching our children to review their progress as they try to achieve goals. We help children reflect on and talk about their learning and check how well they are doing, offering suggestions and explanations when appropriate.

We know that there is a fine line between challenge that elicits critical thinking and challenge that results in frustration. Our practitioners skillfully scaffold, offer encouragement and enable children to successfully build their problem solving skills each time they encounter challenges.

Children in Year R develop physically, socially, emotionally, creatively and intellectually through a combination of adult-led teaching and child-initiated learning experiences; these experiences are based on the seven areas of learning referred to in the Statutory Framework for the Early Years Foundation Stage (EYFS). These comprise the **three prime areas: Communication and Language; Physical Development; and Personal, Social and Emotional Development** and the **four specific areas** through which the three prime areas are strengthened and applied: **Literacy, Mathematics, Understanding the World, and Expressive Arts and Design**.

### Communication and Language

A child's spoken language underpins all areas of learning and development. Year R is a language-rich environment, where children engage in high quality conversations, story-telling and role-play with adults and peers. They share their ideas and are invited to elaborate on them. Through these interactions, children become comfortable using a rich range of vocabulary and language structures.

By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our practitioners build children's language daily. We read books frequently and offer various opportunities for children to actively engage in stories, non-fiction, rhymes and poems. We then provide extensive opportunities to use and embed new words in a range of contexts, both across our provision and at home. We encourage parents to support their children in consolidating newly learnt vocabulary and narratives through the use of Tapestry Learning Journals. Our aim is to expose children to the vocabulary and opportunities for speaking and listening, that will enable them to engage successfully throughout their journey through the broad, ambitious Harrison curriculum.

### Physical Development

Physical activity is crucial to all-round development. It enables children to lead happy, healthy and active lives. Gross and fine motor skills develop incrementally throughout early childhood. Developing gross motor movements, through our outdoor and indoor environments, provide the foundation for fine motor control and precision. Our Kinetic Letters Scheme also promotes the development of efficient control of the larger muscle groups in the neck, shoulders and trunk for maintaining stability for writing. Our provision, therefore, offers a joined-up approach to physical development.

Our PE curriculum, along with access to climbing and games equipment, vehicles and our woodland area, allows children to develop core strength, stability, balance, special awareness, co-ordination and agility. These experiences also provide careful risk-taking opportunities, which build confidence and teach valuable life skills. There are repeated and varied opportunities to explore small world activities, puzzles, creative materials and use small tools. We also promote independence when completing tasks like pulling up a zip or spreading with a knife. These activities all contribute to the development of proficient and controlled hand-eye coordination.

### Personal, Social and Emotional Development

At Harrison we believe that children's personal, social and emotional development (PSED) is fundamental to their readiness to learn. The transition into Year R is carefully planned to allow children to settle quickly and happily. It gives practitioners the time to build good family links and warm, caring and supportive relationships with each child. This ensures our children feel secure, respected and confident.

Through our PATHS curriculum, we teach children to understand a broad range of emotions, give them the language to talk about their feelings and support them to develop the skills required to manage feelings in a range of situations. We use stories, character role-play and supported interactions to teach children to make good friendships, co-operate and resolve conflicts effectively.

Embedding the 'Harrison Learning Tree' language throughout our curriculum teaches children how to make good decision, challenge themselves and set goals, show resilience and problem solve, and have confidence in their own abilities. These attributes set them up for success throughout their Harrison journey and beyond.

## Understanding the World

Understanding the world involves guiding children to make sense of the physical world and the community both within school and the locality of Fareham. It is interactions with the community and children's personal experiences that increase their knowledge and sense of the world. We know that not all children have the same opportunities and experiences. It is through discussions, role-play, books, adult-led research using computing technology, and welcoming important members of society such as police officers and firefighter into school for visits, that we aim to bridge gaps in knowledge and give opportunities for shared experiences.

We use 'This is Me' books, 'Tapestry time', and 'Chatterbox time' to celebrate similarities and difference and allow children opportunities to talk about past events and family members. Our many outdoor areas give children opportunities to explore and interact with the natural world. They enjoy observing and exploring the effects of changing seasons, looking after plants and investigating the creatures that they home. Children are exposed to maps and develop an interest in the world beyond their local environment. Adults support children to extend their knowledge of the world and its people, cultures and communities by following their interests.

## Literacy

At Harrison we believe that exposure to high quality literature is central to our curriculum; ensuring that all pupils have the opportunity to become competent readers, speakers, writers and communicators.

Our commitment to children's life-long love of reading starts before Year R, through our promotion of the Fareham Library's Harrison Reading Challenge. Our Year R curriculum then aims to continue enriching children by sharing the beginning of the 'Harrison Hundred' and a wide range of carefully selected fiction and non-fiction texts. We know that reading consists of two dimensions; language comprehension and word reading, and give the two elements equal importance in our EYFS curriculum.

We use the Essential Letters and Sounds scheme to systematically teach children to become skilled word readers. We teach 46 phonemes (including single letter sounds, digraphs and trigraphs) and the skills of blending sounds together to read words. Children learn to read and write 31 'Harder to Read and Spell' words.

In Year R, we follow the Kinetic letter handwriting programme. We practice animal poses that develop gross motor strength, moving on to the Kinetic letter families which teach the formation of each letter.

Our lessons and provision give the children meaningful and exciting contexts to apply their developing reading and writing skills.

## Maths

Our Early Years children follow the NCETM Mastering Number scheme. Mastering Number has been chosen as it gives a strong basis in fluency to 10, as is required by the new Early Years framework. The planned opportunities to share key vocabulary through stem sentences ensures children can talk about what they know and have the language and confidence to offer explanations for their ideas and answers. The progression of the scheme ensures no child is left behind, while extending able learners through their depth of conceptual understanding. This enables children to develop positive attitudes and interests in mathematics.

Teachers plan for the concise teaching of concepts not covered within the mastery scheme, including special awareness, shape and measure.

Our daily routines and continuous provision embed taught concepts: 10-frames in our 'How many children are in today?' interactive display, children are encouraged to make links between bonds to 5 and the number of stickers on their merit card, use of daily and monthly calendar that gives real contexts for counting on, counting how many seconds tasks take to complete, etc. The EYFS environment enables children to practice, apply and develop their mathematical understanding, thinking and reasoning. Children use counting, grouping and mathematical vocabulary when using manipulatives, such as natural resources, creative materials, sports equipment, etc.

## Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. Across the indoor and outdoor provision, children have opportunities to engage with the arts. There is a wide range of media, materials and resources available that enable children to explore, manipulate, and create. Some children enjoy using small world resources to recreate familiar stories, while others like to make up their own narratives. Some children enjoy singing and using musical instruments on the stage, while others like to express themselves through drawing, painting or manipulating malleable resources or creative materials. Skilled practitioners celebrate how each child chooses to share their ideas and helps them refine and develop their ability to represent themselves. Children are encouraged to enjoy the 'making process' and reflect on how they have or have not achieved their aims. This facilitates critical thinking and a child's ability to build on previous learning.

The range of opportunities for children to see, hear and participate in the arts allows children to develop self-expression and opens their eyes to a world beyond what they already know, by giving them safe opportunities to discover and explore.

### Learning Environment

Learning environments play a key role in supporting and extending children's development, which is why we continuously reflect on our provision and adapt it to meet the needs of our children.

We have a large number of feeder settings, which means that our children join us with varied starting points. We use information gathered from nursery and home visits, along with initial assessments of children, to plan a curriculum and learning environment that plugs gaps in experiences, knowledge and language throughout the Autumn Term. Our core continuous provision is initially inspired by children's interests and 'likes' expressed during transition visits. The engaging, exciting and familiar objects, toys and resources support children to settle in the new environment. We display minimal resources that are well-organised and shadowed and labelled with pictures. This allows children to develop a sense of responsibility for taking care of their learning environment and learn routines and expectations.

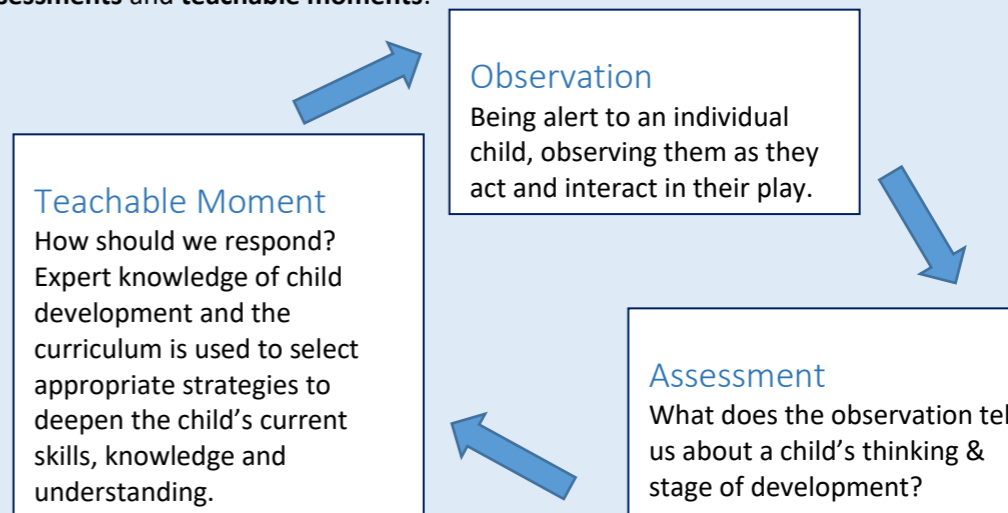
As our curriculum develops, our provision reflects children's developing knowledge, skills and interests. We introduce new resources that extend thinking, facilitate stage appropriate communication and promote purposeful, interactive play. We continually monitor children's engagement with areas of the provision to ensure our environment is igniting curiosity and allowing children to share what they learn. We ensure that the choice and placement of materials and resources enables our children to make independent choices and do things that they have been previously taught.

### Planning and Assessment

Our fundamental aim for the Year R curriculum is to immerse children in outstanding learning opportunities that ignite their love of learning and give them the fundamental skills and knowledge they need to be successful learners. Our planning identifies intended areas of learning and skills set out in the Development Matter document.

Ensuring excellence for all pupils in the core subjects of English and mathematics are key to success; our discrete teaching of Phonics, Maths, Literacy and Kinetic Letter handwriting sessions have clear progressions of knowledge and skills. We assess the impact of this teaching at regular intervals, using our data to influence planning. In Year R, we passionately believe in giving children opportunities to share what they learn, know and can do, so we carefully balance our adult-led teaching with opportunities for extended child-led learning. This allows children to apply, practise and consolidate their skills through 'Independent Learning' time. Practitioners then have the opportunity to support and extend learning through well-informed responses to teachable moments, which are specifically targeted to individual or groups of children.

At Harrison we place the individual child at the centre of our planning. While classes engage in 'Independent Learning', we aim to capture 'teachable moments' of curiosity, puzzlement, effort or interest. This is achieved through detailed observation and assessment carried out by skilled practitioners, in the form of 'targeted play-partnering'. This follows a cycle of **observations**, **assessments** and **teachable moments**:



In the final term of Reception, the EYFS Profile is completed for each child. We are required to record each child's level of development against the Early Learning Goals (ELGs) which covers the seven areas of learning contained in the EYFS. The profile provides practitioners, parents and carers, with a clear picture of a child's development, knowledge, understanding and abilities against expected levels, and informs Year One teachers of individual children's readiness, needs and next steps.