



# EYFS

***"We have lots of fun and learn lots of new things"***

Reception Pupil December 2022

***We are all part of God's vine and are rooted in His rich soil.  
We are nurtured and supported so that we may grow and spread out into the world  
to love and to serve.***

# CURRICULUM STATEMENT

Our intention is to enable all children at Goring Church of England Primary School to:

- play and explore — by providing children with opportunities to:
  - find out and explore
  - play with what they know
  - be willing to 'have a go'.
- engage in active learning — by encouraging them to:
  - be involved and concentrate
  - keep trying
  - enjoy achieving what they set out to do.
- be creative and think critically — by providing them with opportunities to:
  - have their own ideas
  - make links
  - choose ways of doing things.



# EYFS CURRICULUM

At Goring Church of England Primary School, the EYFS curriculum is taught to the Reception year pupils through timetabled lessons. The curriculum focuses on three prime areas to support children in their development:

- Developing their personal, social and emotional development through:
  - making relationships
  - having self-confidence and self-awareness
  - managing their feelings and behaviour.
- Progressing their physical development through:
  - moving and handling
  - health and self-care.
- Expanding their communication and language skills through:
  - listening and attention
  - understanding
  - speaking.



To support children in their learning and acquisition of skills, the EYFS curriculum focuses on four specific areas:

- Developing their literacy skills through learning the skills of:
  - reading
  - writing.
- Developing their mathematics skills through learning about:
  - numbers
  - shape, space and measure.
- Expanding their understanding of the world through learning about:
  - people and communities
  - the world
  - technology.
- Progressing their ideas in art and design through:
  - exploring and using different media and materials.

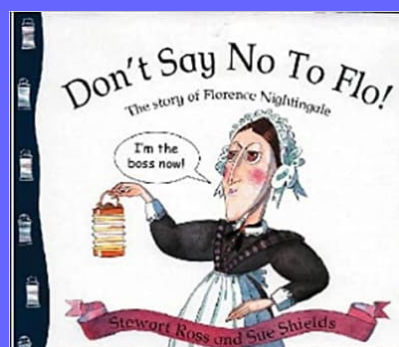
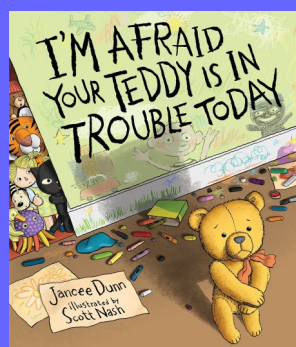
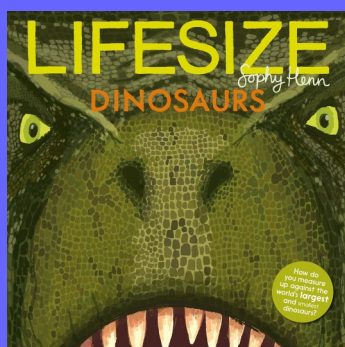
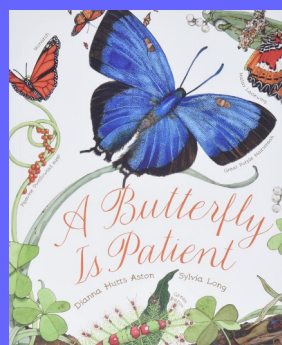
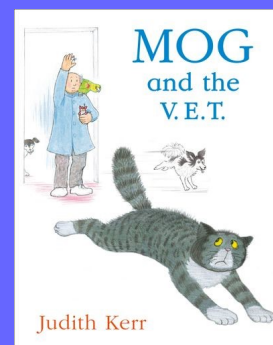
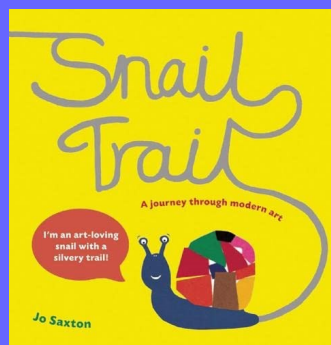
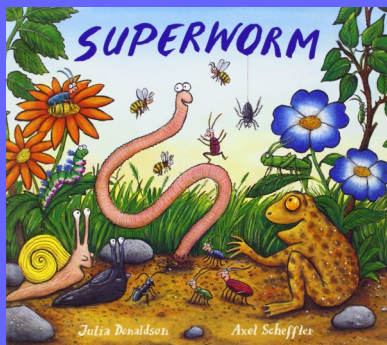




# USING CHILDREN'S LITERATURE IN THE CLASSROOM

A range of rich and varied songs, rhymes and stories are used to supplement the EYFS curriculum. These texts include a range of fiction and non-fiction to help support children's learning across a range of areas, from people and communities to learning about historical figures.

## STORIES THAT SUPPLEMENT THE HISTORY CURRICULUM



# WHAT DOES EYFS LOOK LIKE IN THE CLASSROOM?

A range of teaching strategies are used within all EYFS lessons. Activities are planned according to the different levels of children's skills and previous knowledge. Activities and tasks may include:

- whole-class or small-group discussions
- writing, phonics and maths activities
- reflection activities
- role-play and drama
- games, story-telling and exploratory tasks
- watching relevant video-clips and using technology to enhance teaching and engagement
- special visitors, school trips and workshops where appropriate
- a range of continuous provision activities and areas for children to access inside and outside the classroom.





# ENRICHMENT OPPORTUNITIES

Visits from carefully chosen speakers, charities and groups support and compliment aspects of the EYFS curriculum. Educational trips are undertaken to further enrich the curriculum as well as to provide opportunities for children to have educational experiences outside the classroom.



## FOREST SCHOOL

Every week a group of reception children go to Forest School at Withymead. The children experience the natural surroundings and take part in outdoor activities that support their social and emotional development alongside their mental health. The children become more confident, creative and independent and, in addition, learn practical, outdoor skills. Children have more freedom, time and space to complete their learning, and the natural surroundings provide a sensory experience which is different from what they receive in the classroom.



# ASSESSMENT, MONITORING & MEASURING IMPACT

## MARKING AND FEEDBACK

Children are given regular and meaningful feedback at a time and in a manner that is appropriate for their stage in development.

## ASSESSMENT FOR LEARNING OPPORTUNITIES

Teachers make use of a range of opportunities to assess learning, including working one-to-one with children and writing observations of children in the classroom.

## BOOK MONITORING

Children's learning is recorded in their learning journey, with literacy and numeracy recorded in separate books. These books are monitored to ensure all children are learning and progressing. Feedback is given to the teaching staff.

## BASELINE ASSESSMENTS

At the start of the academic year, children are assessed using the DFE Reception Baseline Assessment toolkit. It is a statutory assessment which provides a snapshot of where pupils are when they start school. It provides a starting point to measure pupils' progress.