



Our Core Purpose in EYFS

At Lawrence View Primary and Nursery School we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be.

We use the DfE guidance for EYFS, Development Matters to guide our practice, and the Seven Key Features of Effective Practice to continually review and refine what we offer. The seven key features are:

1. **The best for every child:** Ensuring that all children receive the best possible care and education.

Every child at Lawrence View is an individual. They are given bespoke support the learning opportunities to enable them to achieve their potential. All children deserve the best chance of success. We work closely with parents and external agencies to ensure those children with unique needs, those with SEND, those who have experienced trauma in their lives, receive an educational experience to support them to thrive. This might include support from members of staff or from external agencies, or a calming space for them to learn.

2. **High-quality care:** Providing a nurturing and supportive environment for children.

All adults understand the importance of providing a nurturing and positive environment for all children. The youngest children need to feel safe and cared for to enable them to learn and develop. This means our staff must know the children well, they must know about child development, and they must understand the purpose of the EY curriculum and how to deliver it. This is achieved through a comprehensive programme of training and development for adults and monitoring, coaching and mentoring to ensure our staff are the best they can be.

3. **The curriculum:** Clearly defining what children are expected to learn.

Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and we build on this in subsequent years.

Children develop and learn at different rates. Within our EYFS framework this also includes the education and care of all children in our early years provision, including children with Special Educational Needs and Disabilities (SEND). Our EYFS curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage (2021). This document specifies the requirements for Learning and Development in the EYFS through the delivery of Educational Programmes. In addition, we use the Non-Statutory document Development Matters (2021) to inform our curriculum. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor garden.

Through our knowledge of each child, and ongoing, formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following an overarching question that links to a 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. This may also include following individual



children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with practitioners and children.

We provide purposeful learning experiences with opportunities for children to explore the world around them. Trips and incoming visitors are planned on a regular basis to provide new experiences for our children. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project. We encourage all of our children to celebrate their uniqueness, aim high and enjoy new learning experiences together.

When our children transition into Year One, our children are resilient, resourceful, reflective, respectful and responsible.

Teaching takes place at all times of the day through directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. Our environments are irresistible to children and encourage our staff and volunteers to seize every opportunity for teaching.

Weekly and daily planning formalise this and ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this.

Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be life-long learners.

As outlined by the EYFS framework:

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

All areas of Learning and Development are important and interconnected. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning.

Planning to support learning and development of these areas ensure that as well children having explicitly taught skills and knowledge that they are able to develop a range of aspects of the prime areas throughout the day in the learning opportunities.

The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The 3 prime areas are:

- Communication and language - Listening, attention and understanding - Speaking
- Physical development - Gross motor skills - Fine motor skills
- Personal, social and emotional development - Self-regulation - Managing self - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy - Comprehension - Word reading – Writing
- Mathematics - Numbers - Numerical patterns



- Understanding the world - Past and present - People, culture and communities - The natural world.
- Expressive arts and design - Creating with materials

Communication and language

Listening, attention and understanding, and Speaking

We prioritise creating a 'language rich' environment in which high quality talk is valued through the use of songs, nursery rhymes, stories and providing time for adult/child and peer to peer interaction. We understand high quality adult/child interactions are essential, as is encouraging home learning and the quality of parent/child interactions through activities and reading at home. All staff, through interactions with pupils and each other, model good communication skills, introducing children to a wide range of vocabulary. They value every interaction and ensure that each interaction is positive and progressive, allowing children to explore and develop new language in order to become confident communicators ready for their next stage of learning.

For those children who have barriers to their speaking and listening, external and internal support is utilised and interventions are put into place.

Adults regularly share books, songs and rhymes to support the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment.

Physical Development

Fine and Gross motor development

We provide children, with a well-structured, safe, active learning environment both indoors and outdoors. This enables children 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.

The environment drives the motor development of all our children both inside and outside through a range of every changing activities. This is very much considered a pre requisite for future learning. Daily, pupils have access to changing activities, which will develop their fine and gross motor skills.

All children in the setting have the opportunity to take part in a weekly Forest School session where they will explore the outside environment, developing physical, language and turn taking skills. They also have lots of opportunities to be creative with nature and learn all about the world around them. They are encouraged to take risks and manage their own learning and interests.

Children have Karate sessions from trained specialised teachers which encourages discipline, turn taking and physical skills.

During the Summer term children in F2 have the opportunity to have an intense week of swimming lessons from specialist swimming teachers.



A variety of fine motor activities are provided to develop children's hand and finger strength, encouraging them to mark make and eventually become writers.

Through P.E sessions and outdoor activities children are encouraged to jump, climb, balance, skip, ride bikes and scooters run and develop ball skills.

F1 children have the opportunity to take part in story dough and in F2 they take part in drawing club which enables children's fine motor skills to develop.

Children have daily opportunities to access the outdoor environment which supports their motor skill development and also enables them to increase their levels of physical activity.

Children's learning is enabled within the outdoor learning environment which is seen as an extension of the classroom. Through this, children are encouraged to use and apply their newly acquired knowledge and skills through outdoor learning opportunities (including Forest Schools) that also engages all pupils in a positive way within their local, natural environment.

Personal, social and emotional development

Self-regulation - Managing self - Building relationships

We support children to learn to get on with others, make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves. This happens incidentally through play and managing themselves and others in the setting but also through discrete teaching sessions

Literacy

Reading and writing

For early phonics teaching, the school follows the 'Little Wandle' phonics programme to ensure that we are effective in teaching children to be successful early readers. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding.

The children start by taking wordless books home to encourage phonic awareness and then CVC words to encourage children to blend. As they progress through the programme the children will then read sentences matched to their phonic ability. The children have three focussed reading sessions a week to enable them to practise decoding, reading fluency, prosody and comprehension skills. These books then go home so that they can continue to practise these skills. The children also take a reading for pleasure book home to share with family.

Adults also strive to promote a love of reading though daily story time and carefully chosen books within the learning environment. Teachers closely monitor children's progress in reading through guided reading and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly. Advice is sought from the inclusion team where these do not prove successful.

Writing skills are clearly outlined in an age appropriate and progressive way so that the children's writing is extended as they progress throughout the EYFS and into Year 1.

We ensure that children have the opportunity to make marks and practise their writing skills across all areas of learning both indoors and outside.



Mark making and handwriting require two key physical skills:

1. Dexterity

and

2. Fine motor function.

This mechanical part needs to be coupled with the ability to assign representations to marks and later on to use symbols like letters to write words.

Children are given regular opportunities to experiment with making marks from the time they join us, using a range of resources as well as their body to create marks.

A child needs to develop a range of skills to be able to use mark-making tools effectively; physical skills like dexterity and coordination, cognitive skills like symbolism but more importantly than all motivation to make marks and writing for a purpose. These are evident in all self-directed learning opportunities. The writing table and resources, which change and are adapted regularly, is a dedicated area that provides a focussed area for writing and mark making.

Inside and outside the children will find a wealth of areas to practise using a broad range of materials their mark making from painting with water and paint, role play areas with large interactive boards, whiteboards, iPad, and labels to name just a few. Staff act as role models engaging in writing with the children demonstrating that writing has a purpose and most importantly they ensure children feel secure enough to 'have a go', learn new things and be adventurous. The teaching staff model, during their play, how to write and mark make using the school mark making vocabulary linking to our Penpals writing scheme.

As children's mark making develops, they are introduced, in FS2, to a writing focussed activity- 'Drawing club'. Within this teaching session children are explicitly taught the relationship between verbal and written communication. Children engage enthusiastically in these sessions and the progress in writing is evident.

Staff ignite this passion in children by displaying fascination in the children's mark-making journey and through providing a range of opportunities to celebrate the achievement and development of their skills.

Mathematics

Number and numerical patterns

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching, with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities.

Children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year.

We adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year.



Understanding the world

Past and present, People cultures and communities, and The natural world

Subject leaders throughout the school are also aware of the key ELG's that link to each foundation subject (Science, Geography, RE, ICT) and the progression of the subject. Exciting and meaningful activities are planned to build on children's natural curiosity in both inside and outside environments. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment.

They undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.

Expressive arts and design

Creating with materials and being imaginative and expressive

We encourage the use of children's artistic and cultural awareness which supports their imaginations and creativity. It is, therefore, important that children have regular opportunities to engage with the arts, enabling them to explore and play with access to a wide range of media and materials.

Expressive Arts and Design encompasses a wide breadth of creative areas, such as listening and responding to music, singing, dancing and performing, experimenting with colour mixing and different textures, creating models (for example, junk modelling), small world play, building and construction, and role-play activities.

Children taking part in Expressive Arts and Design activities in early years settings gain many valuable skills as these types of activities help to support children's creativity and imagination, allows children to explore different materials, media and sounds, as well as helping to build children's confidence in their own ideas and opinions.

Expressive Arts and Design can also be used to support 'cultural capital' within early years settings. Early years educators may like to arrange educational visits to museums and art galleries so that children can experience art, learn more about individual pieces and become inspired by art and artists.

4. Pedagogy: Implementing effective teaching strategies to help children learn.

Our Educational Programmes are delivered throughout the areas of learning. The indoor and outdoor learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest.

Sometimes resources are laid out purposefully to ignite the pupil's interest usually linked to a theme or an area of focus. On other occasions the tables and/or areas not set up, with the emphasis on the child igniting their own imaginations, developing their play and following own interests by selecting their own tools and resources. The principal is that resources are accessible to the children and they are varied, open ended and high quality. Weekly challenges through 'Plan, do, review' are intentionally set up to encourage the children to take responsibility for their own learning and manage their own time throughout the week. The activities are linked to the topic and focussed on particular areas of learning. The children also have the opportunity to choose two of their own challenges that inspire them. The children



have their own clip board and tick off their 'jobs' throughout the week. This encourages children to access all areas of the curriculum in a fun, purposeful way whilst enabling them to direct their own learning and time.

Provision in these areas includes familiar and continuously accessible activities and resources, as well as activities which are varied and enhanced to fit in with current themes and learning needs.

Each day comprises playing and learning through a balance of teaching, adult-led activities and child-initiated time. In planning and guiding children's activities practitioners reflect on the different ways that children learn and reflect this within their practice.

Adults are aware of the different teaching styles that might be used across nursery and reception and use the appropriate style as needed. They ensure that children receive more 'formal' learning towards the end of reception in preparation for transition into Year 1. This might mean that all children have an input for Drawing Club and then sit at a chair to draw their picture and write their sentence.

The three Characteristics of Effective Learning also underpin how our children learn;

Playing and Exploring – children investigate and experience things, and 'have a go'.

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. **Assessment:** Regularly checking what children have learned to inform future teaching.

Adults notice what children are doing every day. They notice the strides that children make in their learning and, where a child is struggling, they ensure this information is included in the curriculum. Sometimes, children will receive bespoke learning, just for them, to ensure they make progress.

More formal assessments take place at the start of the reception year, where the children sit with an adult and identify what they know and can do through a fun, interactive, activity. This information is sent to the DfE for their central records.

At the end of the year, in reception, the children are assessed against the early learning goals. This information is also gathered and sent to the DfE.

In nursery and reception, more informal assessments at the start of the year enable adults to build a curriculum that fully meets the needs of all children.

This process ensures children make good progress across the areas of learning.

6. **Self-regulation and executive function:** Supporting children in developing self-control and decision-making skills.

In order to become a self-regulated person who is able to learn independently, who is resilient and who has good stamina for learning, adults will support children to develop an understanding of emotions and how to be organised. The development of executive



functioning (emotional and impulse control, flexible thinking and memory, organisation and prioritisation), children have a better chance of being able to regulate themselves and, therefore, of being able to learn.

We do this through the introduction of the Colour Monsters book, through discussions about scenarios children may come across, like when to share and take turns, and through discussions about emotions and empathy. Children learn to take account of each other and to be kind.

7. Partnership with parents: Engaging parents in their children's learning and development.

Parents are recognised as the children's first and most enduring educator. We value parents as partners and always develop caring, respectful, professional relationships with the children and their families and we value the contribution they make. Parents are encouraged to share information about their child's learning and progress regularly and are supported in extending their child's learning at home, through meetings and the information they provide on their child's admissions forms.

Information is shared to support parental involvement in children's learning and development. This includes:

- Phonics workshops
- Visit days to support transition
- Information about how to support reading at home
- Information about the learning that is taking place in school each week so they can support learning at home.

Parents are able to make appointments to meet with staff whenever they have any concerns or whether they need information. Adults make themselves available.

Formally, there are three parents meetings across the year to share information about the children's learning and development.

Parents of children with SEND attend more meetings to discuss targets for children and their involvement in the development of these targets.

Parents receive a written report and are invited to attend parents meetings throughout the year.