

Early Years Foundation Stage

Intent:

At Millbrook Infant School we believe that all can achieve.

We have six aims at Millbrook:

- We will achieve a happy safe environment where all feel valued
- We will make teaching and learning fun and exciting for all
- We will always try to do our best
- We will develop strong partnerships with parents, carers and the community
- We will encourage independence so that we all contribute to the world we live in
- We will ensure all have a voice that is heard

The curriculum in the Early Years is designed to provide a broad and balanced education that meets the needs of all children. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our ethos in the Early Years is to support children's personal, social and emotional development so they feel safe and secure and are ready to learn. Through the seven areas of learning we provide topics that excites and engages children, building on own interests and developing their experiences of the world around them. We do this through a balance of adult-led and child-initiated activities. We recognise that all children start at Millbrook with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitions and expectations for all children.

The curriculum celebrates diversity and supports the children's spiritual, moral, social and cultural development. Those children with particular needs, including SEND are supported appropriately allowing them to be successful.

Implementation:

At Millbrook Infant School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting point. We follow the Early Years Curriculum using topic themes and enrichment opportunities. The aim of our curriculum is to develop a love of learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of children.
- Using high quality questioning and interactions to check understand and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.

- Carefully assessing through observations. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Involving parents in their children's learning by inviting them in for curriculum based sessions, Magic Maths, Open Book Sessions.

Writing at Millbrook is taught by following the small steps of progression taken from the schools writing progression map. Writing opportunities are also promoted in many of the continuous provision activities available to children during the week.

Phonics is taught through daily sessions. At Millbrook we follow the Little Wandle Letters and Sounds revised program.

Children have the opportunities to read most days. The children develop their reading skills through closely matched books to the GPCs they know. Class teachers read a variety of quality texts, to all children, to promote a love of reading.

The Maths curriculum is taught through daily Maths sessions. We use the Power Maths planning as a basis for our Maths teaching which follows the Mastery approach. This ensures that all children develop strong foundations with an in-depth understanding of Mathematics. We ensure children have access to concrete resources.

RE is taught using the Northamptonshire Agreed Syllabus. This ensures children have the opportunity to understand about religious and non-religious worldviews allowing children to engage with the complexities of belief, avoiding stereotyping and contribute to informed debate. Children in the EYFS attend assembly with the rest of the school. This is an opportunity for the whole school to gather together.

Pupils have the opportunity to share their learning with parents and carers through the school gateway. A weekly newsletter including photographs and information about what has been taught that week is compiled by each class teacher and sent home via gateway. Reading books and sharing books are sent home with children so they can share their learning and develop a love of reading. Children are encouraged to bring in achievements from home to share as part of a whole school celebration assembly on a Friday.

We have a facebook page where EYFS children's learning and successes are celebrated.

Impact:

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of

the curriculum including Literacy, Mathematics and Physical Development using these in different ways. Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

From their own starting points, children will make good progress spiritually, morally, academically and emotionally, developing a sense of themselves so that they are well prepared for Key Stage 1.