Early Years at Pevensey and Westham CE Primary School

At Pevensey and Westham School, we deliver an EYFS curriculum through high quality teaching alongside a rich and stimulating environment. Our philosophy is to collaborate with the children in their learning, encouraging independence and problem-solving skills so that they are resilient and ready for their school life ahead.

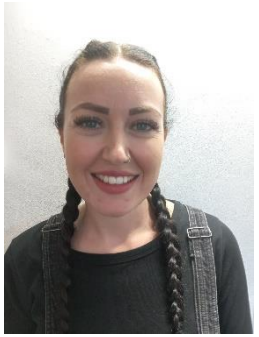
This document provides an overview of the policy, philosophy and practice in the EYFS and how we implement this within our provision.

Our School Vision

"At PaWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)

Meet the Team:

				
Mrs Laura Holmes *Early Years Lead and Pixies Class Teacher*	Mrs Hollie Wrapson *Elves Class Teacher*	Mrs Nicola Fallon *Support Staff*	Miss Charlotte White *Support Staff*	Mrs Emma Thompson *Support Staff*

Our Daily Routine

Morning	
8:50	RWI Phonics
9:20	Worship
9:40	Talk for Writing followed by Choose and Learn session
10:30	White Rose Maths followed by Choose and Learn session
11:40	Tidy up time and reflect on morning learning
Lunchtime	
Afternoon	
13:00	Topic focus followed by Choose and Learn session
14:10	Writing Mastery
14:30	Maths Meeting

15:00	End of the day routine

EYFS learning and development requirements

Children develop and learn at different rates. The EYFS framework covers the education and care of all children in Early Years' provision, including children with special educational needs and disabilities (SEND). Our curriculum encompasses seven areas of learning and development, all recognised as equally important and inter-connected. Three areas build a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development.

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- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception Early Learning Goals (ELGs). Weaving

throughout the EYFS curriculum are three Characteristics of Effective Learning:

- 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

At PAWS each area of the environment supports the opportunities for COEL. These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Continuous Provision

As our daily timetable shows, children spend a proportion of their day in 'choose and learn,' allowing them to use areas of their choice to develop their own learning as they engage, play, investigate and talk. The environment at PAWS is devised for children to safely learn in the absence of an adult, continuing their explorations and consolidating their learning. The continuous provision provided supports all 7 areas of learning and is levelled around the ability of the children. Open end resources are provided for the children to self-select to encourage investigation as well as activities linked to interests to encourage engagement. These interactions in the environment are observed to ensure children are getting the maximum benefits from the environment and to plan for the next steps in their learning. As the needs of the children change through their growth and development, so does the environment and the activities provided. Staff are trained to understand when a child's independent learning can be enhanced by the support and modelling from an adult to take things further. This term known as 'scaffolding' allows the child to learn new skills and techniques required from the adult with the intention that once shown they will continue to enhance themselves

independently. Open ended questioning encourages the children to view an activity from another angle, offering new understanding and approaches. Weekly 'star words' displayed throughout the environment introduce and build a rich range of vocabulary as staff encourage language to be used in a variety of contexts.

The Early Years Curriculum at PAWS

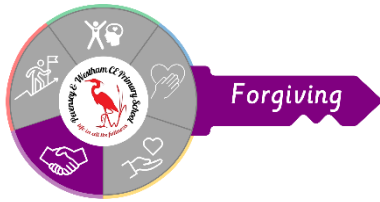
At PAWS our curriculum is underpinned by a balance between adult led and child led learning. We see ourselves as 'play partners' to the children, working together to solve a problem, clarify a concept or extend a narrative. Adults support learning in this way as it allows us to view the child's learning through their eyes and feedback in the moment deepens understanding, providing opportunities to move learning forward. Our language rich environment is full of stories, songs, rhymes, talk and imaginative play, developing language skills through the use of engaging resources and adult interactions. We value the importance of play, ensuring it underpins all learning, as it contributes to the cognitive, physical, social, and emotional well-being of a child. We understand that it is through play that children engage and interact in the world around them, practise new ideas, take risks, and solve problems. As a Church School, we believe that our role is to educate the whole child and that the spiritual growth of our children is as important as their academic development. Christian beliefs and principles therefore underpin our values and aims, and form part of everyday interactions and activities.

Shared input times

At four separate points throughout the day we gather on the carpet for a shared input of phonics, maths, literacy and topic. These sessions are pre-planned using guidance from our educational programmes Read Write Inc., White Rose Maths, Development Matters 2020 and Talk for Writing. Each session is tailored to meet the specific needs of children in the class and taught accordingly.

Personal, Social & Emotional Development at PaWS

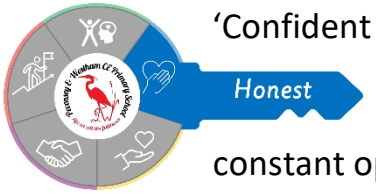
Our PSED curriculum aims for children to become independent individuals that understand who they are and what they are capable of. We aim for all children to understand the need to follow the school rules and set and achieve their own personal goals. Our school programme 'Zones of Regulation' aims for children to understand their own emotions and support their mental health. Our PSED curriculum aims for children to become 'Fantastic Friends' who are accepting of others.
They can be kind, caring and helpful, show empathy and respect to others and work and play cooperatively whilst



considering others' ideas and feelings. We celebrate our own and others achievements both inside and outside of school and our school teams help encourage an ethos of team spirit.

Communication & Language at PaWS

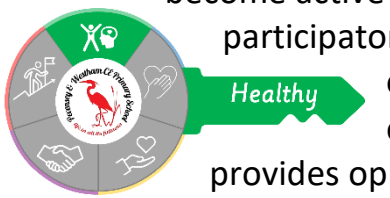
Our Communication and Language curriculum aims for children to become



'Confident Communicators' as we provide them with constant opportunities to talk, listen and be heard. Our language rich environment encourages quality conversations between friends and adults, supporting the use of new language to widen vocabulary as they listen to one and other whilst also explaining their own ideas and feelings. Our specialist speech and language assistants are available to provide support for specific children as and when needed.

Physical Development at PaWS

Our PD curriculum aims for children to become active participators. Our large outdoor environment provides opportunities to develop strength, balance and coordination and our specialist P.E teacher enhances specialist skills to support using a range of equipment and move in a variety of ways. We grow our own fruit and vegetables to supplement our daily snack menu to encourage healthy eating and understand the importance of a healthy body and mind. Our physical development curriculum aims for children to become independent tool users who can hold a pencil correctly and confidently and use a range of tools such as scissors, cutlery, tweezers, screwdrivers and paintbrushes. Our expansive EYFS area allows children to practise and develop these skills in a range of contexts.



Understanding The World at PaWS

Our Understanding the World curriculum aims for children to become curious explorers who show curiosity in the world around them, using the local area to explore a range of environments such as woodland, beach and farmland. Fortnightly Forest School sessions across all 4 seasons allow excellent opportunities to explore the world around them. We visit Pevensey Castle to understand changes over time and our village community to compare urban and rural life. Our curriculum aims for children to become compassionate citizens, celebrating our school values, British Values and enjoying other cultures and beliefs. We connect to classrooms in other countries, comparing how each other live and the different experiences that other countries encounter.

Expressive Art & Design at PAWS

Our curriculum aims for children to become proud performers who enjoy singing songs or poems and dancing to a rhythm or a beat. The musical instruments and our stage area are a fantastic space to perform in front of their peers. Our extensive range of role play areas including school, home, shop, cafe and builders yard allows imaginative play and for children to adopt characters in their play. Our creation station curriculum encourages children to become detailed designers who use a range of resources to create an array of art such as models, sculptures and pictures and talk about the decisions made.

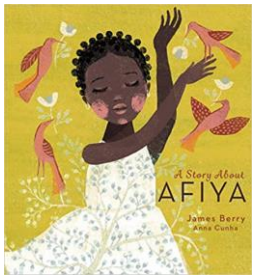
Literacy at PAWS

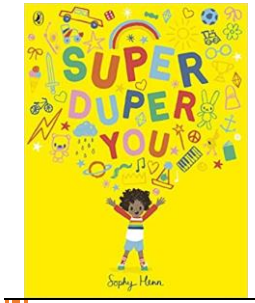
Our literacy curriculum aims for the children to become passionate readers and writers who have a love for books and storytelling. We use Talk for Writing (T4W) to help us become writers through the generation of ideas, drawing on experiences and understanding how to adapt and improve a narrative, orally learning model texts to help children internalise the language patterns needed for creative writing. Regular book votes allow children to have a choice over the high-quality texts that are read to them at story times and conversations around plots and characters leads to high comprehension skills. With the use of phonic knowledge our curriculum aims for children to enjoy the independence in reading words and simple sentences. Our literacy curriculum also aims for children to become creative writers, using their phonic knowledge and correct letter formation to form words and simple sentences that can be read by themselves and others.

Phonics – Read, Write, Inc,

Phonics is a way of teaching children how to read and write. Written language can be compared to a code, phonics teaches the sounds of individual letters and how those letters sound when they're combined, helping children decode words as they read. Phonics also helps children know which letters to use when they are writing words, matching the sounds of spoken English with individual letters or groups of letters. Phonic sessions are taught daily at PAWS in 15-20-minute sessions. Each session follows a teaching sequence which is implemented throughout the school ensuring transition to Key Stage 1 is seamless. Formative assessment takes place during all phonics lessons, quickly identifying who has and has not understood a new letter or sound. Summative assessment takes place half-termly in reception for targeted individuals. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. A phonic workshop is held for parents and carers at the start of the school year to support parents in developing their child's phonic skills at home. Parents are also invited into school to attend a phonic session with their child to see how the teaching is delivered and ways to further support with reading and writing.

Revisit	Teach	Practice	Apply
In this stage of the lesson, the children are asked to participate in an activity	*New learning takes place*	*Activities in this part of the lesson enable children to practice their new learning*	*The children use this part of the lesson to use their skills independently.*



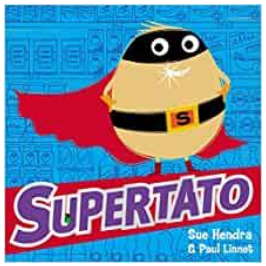


that allows them to recall something previously taught.			

Reading

Encouraging reading for pleasure is part of our school vision to create learners for life. Children are read to at least 3 times a day at school. We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and re-read helps children to gain insights into meaning and story structure.

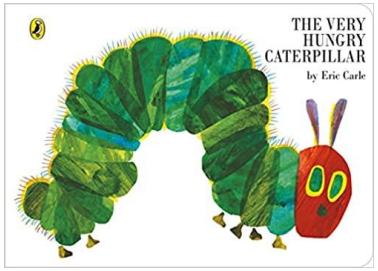
Unlimited use of the school library develops a love of reading as each child has the opportunity to become the weekly 'book expert.' A book is shared at home and children are encouraged to unpick the plot and the characters. They then become the expert on this book and share it with the rest of the class back at school. Reading for information is strengthened through cooking recipes being sent home, encouraging children to follow cooking instructions with an adult to create a tasty treat.

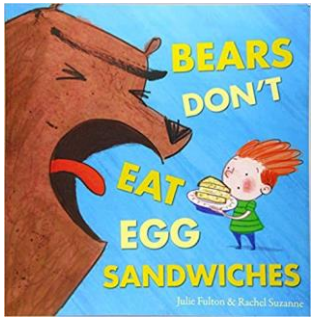


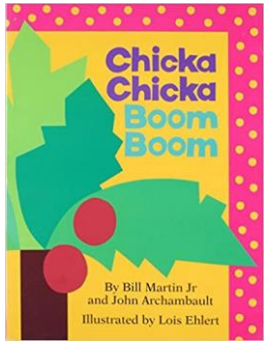
Texts are shared as a whole class daily. 'Shared Reading' is a recognised strategy for teaching reading in which pupils and teacher read a text together with a focus on a specific aspect. Through experiencing a variety of texts, fiction and non-fiction, children will become aware of the range of strategies required when reading for different purposes.

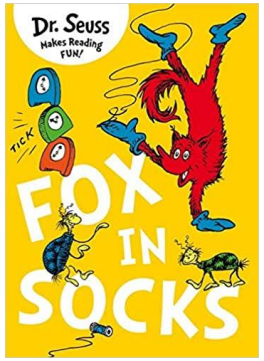
Small guided reading group sessions take place daily and texts are carefully chosen by staff to match the phonemes pupils are learning or about to learn. We spend time exploring new vocabulary, sentence structure and simple reading skills in order to enable them to become independent readers.

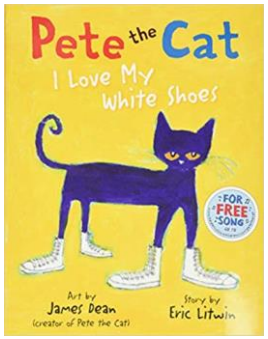
Once ready, each child has their own individual reading book which is brought home weekly along with their own reading journal. Within this journal, you as parents, have the opportunity to comment on your child's reading at home and share what texts your child enjoys reading for pleasure at home.

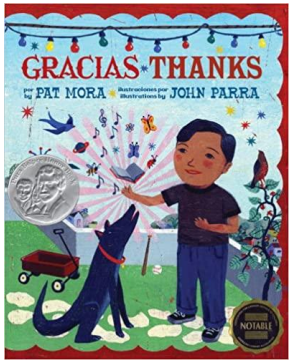












Numeracy at Paws

Our maths curriculum aims for children to become Maths Masters that have fluency in a range of number skills. We develop number sense from the environment all around us as well as host daily NCETM Maths Meetings to introduce new skills and strategies. Through play our children become problem solvers in maths and the continuous provision provides hands on opportunities for children to explore, sort, compare, count, calculate and describe.

White Rose Maths

Mastery of mathematical concepts in the EYFS takes the following approach:

Concrete	Pictorial	Abstract
Children use concrete objects and manipulatives to help them understand what they are doing.	*Children build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.*	*With the foundations firmly laid, children move to an abstract approach using numbers and key concepts with confidence.*

A maths workshop is held for parents and carers at the start of the school year to support parents in developing their child's numeracy skills at home. Parents are also invited into school to attend either a morning or afternoon session with their child to see how maths is taught through the continuous provision, providing ideas to carry on learning at home.

Parental Engagement

At PAWS we recognise that parents are just as important as teachers when it comes to a child's learning and we work in close partnership with parents and families to create a complete picture of a child's time at school. Parents and carers are invited to be involved in every step of their child's school journey, beginning with starting school meetings, followed up with home visits and invitations for your child to attend several 'transition' sessions within the autumn term.

We use Classroom Dojo to communicate with parents. You can access Dojo via computer, tablet or download the free app to your mobile

phone. We post class stories and school stories so that you know how your child is getting on at school. Parents and carers are encouraged to upload text, images and videos to share learning and experiences from home.

Throughout the year families are invited to learn alongside sessions in the EYFS classroom along with many whole school events such as the Christmas Nativity, Firework Night, Summer Fayres and learning showcases.