

Vision for EYFS

At the Quinta Primary School we aim to provide every child with the skills to become a happy, independent and curious lifelong learner.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

The guiding principles which shape our practice are grouped into four distinct but complementary themes:

1. A Unique Child 2. Positive Relationships 3. Enabling Environments 4. Learning and Development

Aims for EYFS

- Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities. We provide the opportunity for every child to reach their full potential and provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Opportunities are provided for children to engage in activities planned by adults and those that children plan or initiate themselves. We work in partnership with parents and guardians and value their contributions.
- Every day, we provide opportunities for children to come together to share their experiences and have fun. Our children are happy, proud and feel secure knowing that we celebrate their successes and value their achievements.
- Our learning environment facilitates child-initiated play and provides children with carefully planned opportunities which allow children to explore, create and learn through exciting, stimulating, interactive and accessible resources.
- We are a united team with play-based, child centred learning at the heart of our practice. We aim to communicate and work cooperatively with parents and carers to support our children’s development.

Planning and Assessment in EYFS

Children will learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

All 7 areas of learning are used to plan children's learning and activities. This is a little bit like the curriculum in the rest of the school but it's suitable for young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. The EYFS curriculum consists of 17 aspects of learning. At the Quinta School we provide our pupils with the opportunities to meet the Early Learning Goals in all of these aspects. To find out more about the Early Learning Goals click the link at the bottom of the page.

We have two indoor classrooms, one shared outdoor classroom and a Quinta woodland area with a den and mud kitchen. The children can work and play in any of these areas each day. There is a balance of adult led and child initiated activities across the day in every space. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. This is then re-fed back into the planning in order to ensure that the topics being covered reflect the children's fascinations currently within the class as well as those that will build the foundations for themes covered throughout the school.

Assessment is an essential and important part of the Early Years for children's learning and development. Observations are made on 'Seesaw', which allows staff to take photos, videos and to make notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for the children. We are then able to share these experiences with the children's parents on an almost daily basis. The children in Reception are so amazing that they even take their own photos and videos of their independent learning!

Each child's level of development is assessed against the early learning goals. End of year assessments will indicate whether children are meeting expected levels of development:

- Emerging, not yet reaching expected levels of development for age
- Expected, met the expected level of development for age.

EYFS Policy

[Our EYFS Policy](#)

Teaching Reading, Writing and Number in EYFS

Writing: In Reception children are immersed in a language rich environment, with stories at the core of their learning and the Early Years Curriculum. These are the texts that we use in EYFS: [Link to texts](#). Even before they can write, the children are securing their understanding of words and their meanings through 'Picture Power'. The FANTASTICS are used to focus the children's ideas about what can be seen, igniting their senses and broadening their vocabulary. The children are also taught ambitious word choices through 'Word Collecting' activities. Once the children can segment sounds, they begin to label the pictures they see with words and soon they use these words to form sentences. The children are supported to apply their phonic learning to their writing, follow a simple sentence structure and to use basic punctuation. Not only do the children hear stories, they soon become authors themselves. They begin 'Sentence Stacking'; connecting ideas about characters to create stories. By the end of their Reception year, the children are already on their journey as writers.



Reading: Phonics teaching and learning are a key part of the Foundation Stage and help to develop early reading and writing skills. It is important for our children to access texts that are appropriate for their ability in reading to enable them to apply the skills taught in phonics, as well as other reading skills. Phonically decodable books are used in Reception and these are [banded by the phonic steps](#). The important skill of decoding is taught using the '**Read, write inc**' scheme. Children in Reception receive daily interactive phonics lessons to embed the skills of recognising graphemes and blending to read unknown words.



Handwriting: We have regular 'dough disco' or 'squiggle while you wiggle' sessions.

'Dough Disco' is a fun activity which combines the use of play dough with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye coordination and self-esteem. Squiggle Whilst You Wiggle uses dance and large movements to help children develop the fine muscle control they need for writing. They learn a new gross motor movement to a piece of music. They will dance using this movement and use it to make marks, this could be in foam, on paper, or even in sand.

Number: We understand that the first few years of a child's life are especially important for mathematics development. Research shows that early mathematical knowledge predicts later reading ability and general education and social progress. Conversely, children who start behind in mathematics tend to stay behind throughout their whole educational journey. Therefore, at the Quinta School we ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. We follow the '[White Rose Maths Hub](#)' mastery in maths and use the [NCETM support materials](#) linked to the Numberblocks programmes.

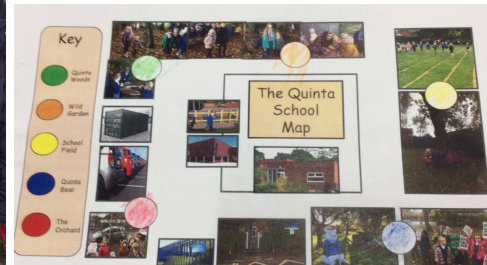


We are clear that our role is to support our children to be confident and independent mathematical thinkers. This makes it possible for all children to engage successfully with a range of challenging tasks. Within a mathematically rich environment there are mathematical possibilities everywhere. We read Pete the cat, who rocks in his school shoes, and make him out of numicon. There are timely opportunities to extend, apply and revisit learning in many different contexts and these are regularly selected by the children. Quinta children are leaders of their own mathematical learning and are supported by their teachers in an enabling mathematical environment. The children recently wanted to see if a giant had visited when

they found a footprint in class. The adults supported the children's ideas about how to measure the footprint against their own feet. Mathematical learning is planned for in a range of ways including daily focussed mathematics sessions, continuous provision and focussed interventions.

Building Firm Foundations

Curriculum development at the Quinta school starts in Reception. This Reception year in school provides the children with the essential foundations of child development upon which later learning will be built but we have thought hard about how our provision and our curriculum prepares our children for what comes later in other ways as well. We want our setting to prepare the children to be future geographers, historians or scientists.

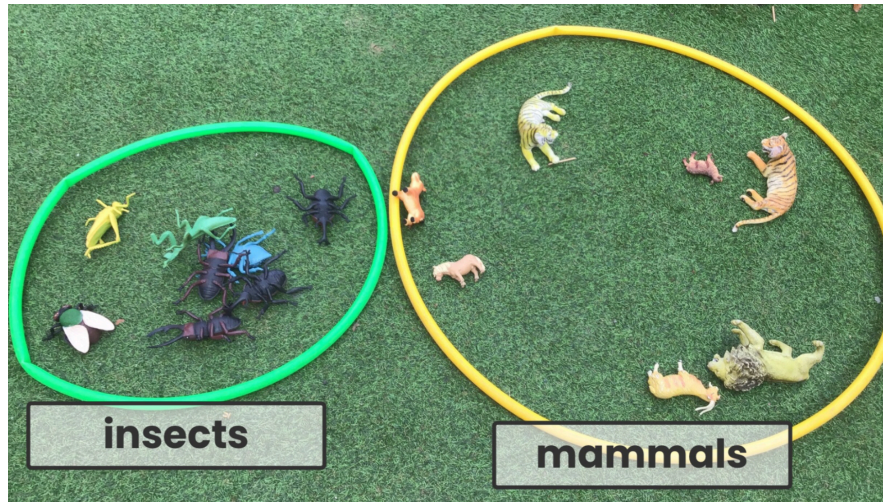


Following a map around school to find the school orchard. This will prepare children to use a map and make a key in Year One.



Testing the suitability of materials by blowing down the pig's houses with a hairdryer for a wolf. Then making a bag to protect an egg in the great egg drop! Our children are then prepared to make decisions about the appropriate materials and tools to use for a task in Year 1.





Sorting animals and growing plants. We can recognise many types of tree and plants. We even grew beanstalks nearly as tall as the one in Jack and the Beanstalk!





Regular computing lessons mean that we can touch type, control a mouse and we even control 'code-a-pillar' by coding.

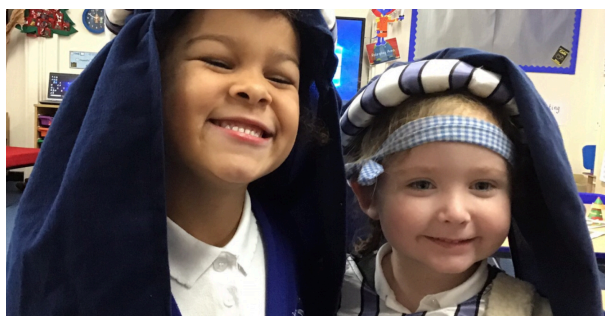
This is a link to the whole school curriculum plan where you can see the coverage for EYFS and see how our learning builds the foundations for learning throughout the whole school.

[Whole School Curriculum](#)

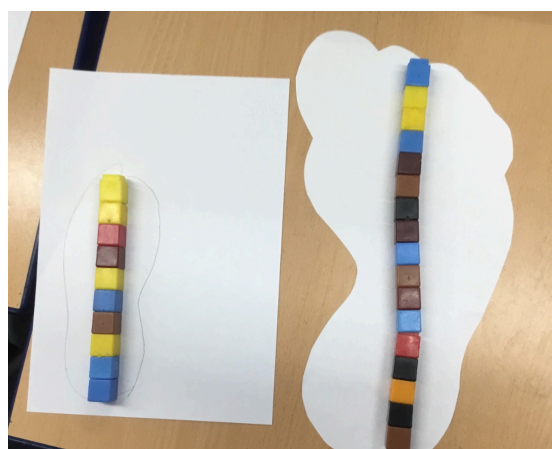
Engaging all learners in EYFS

All practitioners at The Quinta Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

We follow the whole school PSHE, R.E and Philosophy curriculum. We plan opportunities that build upon and extend children's knowledge, experience and interests and help build self esteem. We use a range of resources which reflect diversity and are free from discrimination and stereotyping.



Examples of our good practice



Problem Solving and Investigations
We are creative thinkers!





Having fun indoors and outdoors. Role play, making music and mud pies of course!

Links to Quinta Curriculum for subject

[Changes to the EYFS framework](#)
[NCETM in EYFS](#)

Who to contact for support

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