



DODFORD FIRST SCHOOL

Achieve, Believe, Create and Fly High

Subject: EYFS

Intent

In the Early Years Foundation Stage (EYFS), the children are encouraged to be confident and independent learners. We understand that children are **unique**, with different personalities, needs and interests. Through **positive relationships** we endeavour to nurture independence in an engaging learning environment. We strive to provide an **enabling environment** that sparks interest and enables the children to build on their **learning and development** overtime and for future success. We are inclusive and want every child to feel valued and proud to be themselves.

Implementation

To be successful, pupils will have the opportunity to learn and develop the characteristics of effective learning as described in the Statutory Framework for the Early Years Foundation Stage 2021:

- 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.

Curriculum Drivers

Achieve - Have high aspirations, striving for success and never giving up. You can learn anything you want to!

Believe - Believe in yourself and value your own self-worth. To keep trying even when it is hard; learn from others and your mistakes.

Create - Action your thoughts and bring something into existence. Allow your creativity to flow; investigate, experiment, and invent.

Fly High - Have the courage to embrace new experiences and take risks. Share your knowledge with others. Enable yourself to flourish.

Areas of Learning and Development

Prime Areas			Specific Areas			
Personal, Social, Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

Key Skills in the Early Years

Personal, Social, Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Self-Regulation Understand own feelings</p> <p>Understand the feelings of others</p> <p>Begin to control behaviour</p> <p>Wait your turn</p> <p>Respond appropriately</p> <p>Follow instructions involving several ideas or actions.</p> <p>Managing Self Try new activities with confidence</p> <p>Show independence</p> <p>Be confident and resilient to challenge</p> <p>Know right from wrong</p> <p>Manage own basic hygiene and personal needs</p> <p>Building Relationships Work and play cooperatively</p> <p>Form positive relationships with adults and peers</p> <p>Be sensitive to own and others needs</p>	<p>Listening, Attention and Understanding Listen attentively</p> <p>Respond with relevant questions</p> <p>Respond with relevant comments and actions</p> <p>Ask questions to clarify understanding</p> <p>Hold conversation</p> <p>Speaking Participate in discussions offering own ideas.</p> <p>Use recently introduced vocabulary</p> <p>Offer explanations</p> <p>Express ideas and feelings</p> <p>Use full sentences</p> <p>Use past, present, and future tenses</p> <p>Use conjunctions with support from teacher</p>	<p>Gross Motor Skills Negotiate space safely</p> <p>Negotiate obstacles safely</p> <p>Have consideration for themselves and others</p> <p>Balance, coordinate and have strength in body when playing</p> <p>Move in a variety of ways such as running, jumping, dancing, climbing.</p> <p>Fine Motor Skills Hold a pencil effectively</p> <p>Use small tools including cutlery</p> <p>Elements of accuracy and care when drawing</p>	<p>Comprehension Retell stories and narratives</p> <p>Use own words and recently introduced vocabulary</p> <p>Anticipate key events</p> <p>Use and understand recently introduced vocabulary.</p> <p>Word Reading Say a sound for each letter of the alphabet</p> <p>Say at least 10 di-graphs</p> <p>Read words consistent with phonic knowledge.</p> <p>Use sound-blending to read words.</p> <p>Read aloud simple sentences consistent with phonics knowledge</p> <p>Read some common exception words consistent with phonics knowledge</p> <p>Writing Form recognisable letters</p> <p>Correctly form most letters</p> <p>Spell words</p> <p>Represent sounds with letter or letters</p> <p>Write simple phrases</p> <p>Write simple sentences Written phrases and sentences can be read by themselves and others.</p>	<p>Number Deep understanding of numbers to 10.</p> <p>Understand the composition of each number to 10.</p> <p>Subitise</p> <p>Automatic recall of number bonds up to 5 (addition facts).</p> <p>Automatic recall of number bonds up to 5 (subtraction facts).</p> <p>Say some number bonds to 10.</p> <p>Says some even, and odd facts to 10.</p> <p>Says some double facts to 10.</p> <p>Numerical Patterns Count beyond 20.</p> <p>Identify if a quantity up to 10 is greater than another.</p> <p>Identify if a quantity up to 10 is the same as another.</p> <p>Identify if a quantity up to 10 is less than another.</p> <p>Represent patterns with numbers up to 10.</p> <p>Identify even patterns with numbers up to 10.</p> <p>Identify odd patterns with numbers up to 10.</p> <p>Identify patterns in double facts in numbers up to 10.</p> <p>Distribute quantities evenly.</p>	<p>Past and Present Talk about the lives of people around them.</p> <p>Know similarities and different between things in the past and now.</p> <p>Draw information from own experiences</p> <p>Draw information from books that have been shared with them</p> <p>People, Culture and Communities Use different sources to describe their immediate environment.</p> <p>Aware of similarities and differences between religious and cultural communities.</p> <p>Explain similarities and differences between life in this and other countries.</p> <p>Use a map when appropriate.</p> <p>The Natural World Make observations</p> <p>Draw pictures of animals and plants</p> <p>Explain some similarities and differences between environments.</p> <p>Show an understanding of processes and changes in seasons.</p> <p>Show and understanding of processes and changes in states of matter.</p>	<p>Creating with Materials Experiment with colour, design, texture, form and function.</p> <p>Explore and safely use materials</p> <p>Share their creations and the process used.</p> <p>Use props and materials in role-play.</p> <p>Being Imaginative and Expressive Invent narratives</p> <p>Adapt narratives</p> <p>Recount narratives</p> <p>Sing nursery rhymes</p> <p>Sing well known songs</p> <p>Perform songs, rhymes, poems with others.</p> <p>Move in time with music when appropriate.</p>

Impact

Assessment

Through the explicit teaching of the key skills in the Early Years, both the teacher, teaching assistant and the pupils assess the learning continuously throughout the day. The Memory Book, Evidence Me, observations, children's work, children's voice, and photographic evidence allow the Reception Teacher to make informed judgements about the depth of the children's learning and the progress they have made over time.

What Early Years Foundation Stage looks like at Dodford First School

Pupil Voice

Photographs / Snap shots

Pictures & Videos

Upload



Observation Details

Parent Notes from Parent (Parent of Evelyn)

Thank you for all your efforts helping them learn these songs it really was magical coming to watch them, Evie said this was her favourite of the songs she sang.
Teacher response: Thank you so much for sharing! It is lovely to see the children take so much pride in their performance, I am glad Evie enjoyed it.

Parent Submission **Approved**

Experience Date 15/12/2022

Experience Time 18:53

Observed by Parent




Tags [No Objectives](#) [Parent Submission](#)

Created: 16/12/2022, 09:41 by Parent Last Updated: 01/01/2023, 17:57 by Miss Stanley

[Edit Observation Details](#)

Pictures & Videos

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Observation Details

Notes
 Freddy identified the numerals 1-5 & 9. He built a corresponding tower of blocks to match numeral and number. He accurately counted up to 5 from a larger amount. He counted out 5 blocks to match with numeral 9. I supported Freddy to count out 9 blocks from a larger amount. After building the tower of 9 blocks, Freddy was asked to count how many and he touched each block in turn as he counted 9 blocks accurately.

Next Steps
 First, count out up to 10 blocks from a larger group. Once the first next step has been mastered, match numerals 6,7,8 & 10 by name. Finally, match numeral and number to 10.

Comments

Parent Share Yes

Experience Date 15/12/2022

Experience Time 10:59


Observed by Miss Stanley

Tags [Parent Share](#)

Created: 15/12/2022, 11:12 by Miss Stanley Last Updated: 15/12/2022, 15:48 by Miss Stanley

Pictures & Videos

Upload



Observation Details

Notes
 I am super proud of Oscar! He tried so hard to form recognisable letters. He wrote, A red hat on an elf.

Next Steps
 To write all letters in a recognisable form.

Comments

Parent Notes from Parent (Parent of Oscar)
 Thank you for sharing this video, it was so wonderful to see! I'm so proud and pleased about the progress he has made over the past month!

Parent Share Yes

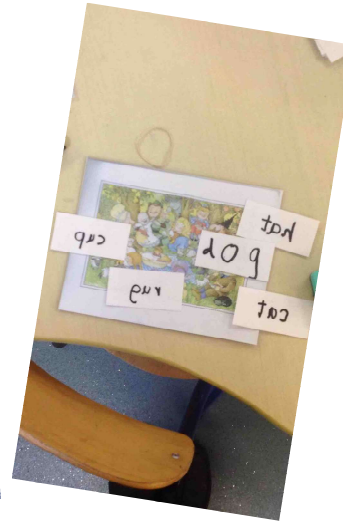
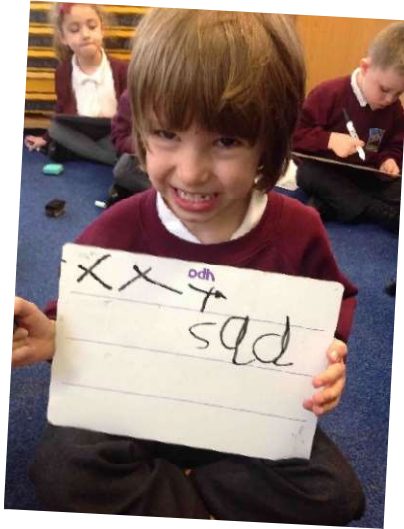
Experience Date 08/12/2022

Experience Time 10:42

Observed by Miss Stanley

Tags [Parent Notes](#) [Parent Share](#)

Created: 08/12/2022, 11:00 by Miss Stanley Last Updated: 10/12/2022, 08:24 by Miss Stanley



Examples of Work

Disclaimer: This has been developed with reflection upon the Early Years Foundation Stage Curriculum (2021).