

# ASPIRE ~ FLOURISH ~ ACHIEVE

## Statement of intent for EYFS

### **Our vision is: Learning Together, Growing Together**

*It's not important who does the planting, or who does the watering. What's important is that God makes the seed grow. The one who plants and the one who waters work together with the same purpose. And both will be rewarded for their own hard work." 1 Corinthians 3:7-8*

At Hawkchurch C of E Primary School, we endeavour to inspire all children to be independent, resilient and motivated in their learning, taking pride in all they do. We teach all children to be reflective practitioners who are able to handle difficulty and change with a growth mindset as they gain knowledge of the wider world in our small, rural community.

### **Children**

In Foundation, at Hawkchurch C of E Primary School, our children are happy. They are excited and motivated to learn through rich and challenging learning experiences; opportunities to explore and take risks, and first-hand experiences. We have high ambitions for all our children and recognise that children have different starting points to their learning. We plan according to children's stage of development so all can thrive and develop. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others.

### **Parents**

Our partnership with parents means that parents have the opportunity to work closely with our Early Years practitioners to support children's transition into the setting. We would like parents to feel secure in the knowledge that their child is well cared for and happy at school.

Our parents are welcome to be actively involved in their children's learning and we recognise that parents are the first educators in children's lives and value contributions to judgements about children's development. We use this information to support our assessments and share information about what children need to do next to develop and thrive.

## EYFS Learning Journey

Every child in EYFS has their own unique 'Learning Journey'. The adults working with your child will collect a range of evidence in order to show the progress your child is making as well as to clearly illustrate the characteristics of learning your child is demonstrating at a point in time. This evidence focuses on the learning that your child shows independently throughout the setting.

The EYFS is a very important stage in a child's life as it helps prepare for school 'readiness' as well as preparing them for their future learning and successes. Children's early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. 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 before the age of five will have a major impact on their future life chances.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. It is very important that they develop social skills, such as turn-taking, sharing and independence, which help them greatly in the next stages of their learning. The guiding principles that shape our practice in the Early Years are that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

This does not mean that all your child's learning is divided up into specific areas. One experience may provide a child with opportunities to develop a number of skills and concepts across several areas of learning. Our expectation is that your child's records will be passed on from Nursery to the school setting, enabling us to ensure continuity throughout the Early Years Foundation stage.

At Hawkchurch C of E Primary, we use an online learning journal called 'Tapestry'. You can view your child's learning at any time through an app which we will provide you a secure code to access. You can also add your any other learning from home. Please see below to find out more information about what your child will learn during their time at Hawkchurch C of E Primary as well as how the EYFS curriculum works.

## Early Learning Goals for the end of Reception year.

### Communication and Language

#### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Physical Development

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Personal, Social and Emotional Development

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Expressive Arts and Design

#### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.