

## **Our Intent**

Our intent is to excite our children, making learning irresistible, full of curiosity and wonder. Our Early Years Teaching and Learning is underpinned by the Early Years Foundation Stage (EYFS) Key Principles, and this in turn helps us to ensure that they are equipped with the skills, ambition and self-regulation that they will need as they embark on their onward learning journey through the school and beyond.

This policy is underpinned by the following documentation:

- Department for Education Early Years Foundation Stage Statutory Framework for Group and School based providers. *Dated: 11 October 2024, Effective: 01 November 2024*
- Department for Education Development Matters Non-statutory curriculum guidance for the early years foundation stage. *First published September 2020 Revised September 2023*
- Department for Education Early Years Foundation Stage Profile Handbook. *Published: 28 November 2024*

## **A Unique Child**

At Mawnan Church of England Voluntary Aided Primary school, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates.

### **All children deserve the care and support they need to have the best start in life. (Early Years Foundation Stage Statutory framework 2024)**

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, our class rainbow, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

We believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world around them. Play helps children build up ideas and learn how to develop self-regulation. We understand the need for children to investigate and solve problems through collaborative and individual play. Children can work at their highest cognitive level in self-chosen play.

We aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model behaviours and support children in forming positive relationships and friendships with one another. It is the role of all adults within the environment to engage in high quality interactions with all children and scaffold children's learning to make progress.

Children at Mawnan will begin to develop empathy for their peers. They will feel safe and confident to become independent learners. Children will have endless opportunities to discover and explore their curious minds.

High quality, active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. Our children will feel a sense of satisfaction as they take ownership of their learning. Young children can engage in a wide range of activities that develop their metacognition and self-regulation.

**“Play is the highest form of research” - Albert Einstein**

## **Positive Relationships**

At Mawnan C of E VA Primary School we recognise that children learn to be successful and independent when they have formed secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We strive to work collaboratively with parents and carers, encouraging enthusiastic learners who are motivated and reflective.

We recognise that parents and carers are children's first and enduring educators, and we value the contribution they make. We appreciate the role that parents have played and their future role in educating the children.

We do this through:

- Talking to parents about their child before they start school.
- The teachers visit all children in their home setting prior to starting school in Reception.
- The children have the opportunity to come into school to spend time in the environment and to get to know their teacher. They are invited to four transition afternoons for a stay and play session in June / July before starting school. The frequency of these afternoons enables both parents and children to develop strong bonds and a rapport with members of staff.
- We invite all parents to an induction meeting during the term before they start school.
- We offer parents regular opportunities to discuss their child's progress and/or any concerns either the teacher or parent may have.
- We invite all parents to a variety of 'workshops', including early reading sessions and early mathematics.
- We use 'WOW moment' postcards for the parents to continue to contribute towards their child's achievements outside school. These are also displayed on the children's Special Boards in the classroom.

Parents have a formal face-to-face meeting with the class teacher, once in the Autumn term and then again in the Spring term. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Teaching and Learning. At Mawnan Primary, we carry out in-house moderation of our observations and our processes, as well as external moderation within the local area.

## **Our Impact**

The impact of our curriculum will be measured by how effectively it helps our pupils develop into well rounded individuals. Our children will embody our values and carry with them the knowledge, skills and attitudes which will help them to develop into lifelong learners. We endeavour for all of our pupils to be Year 1 ready and have our schools values embedded by the time they leave Reception, preparing them for their future.

## **Enabling Environments**

At Mawnan Church of England Voluntary Aided Primary school, our aim is to provide stimulating and high-quality learning environments. Our classroom is our third teacher; it invites, supports, and seeks to enhance every child's curiosity and imagination, encouraging children to grow in confidence and to take well-managed risks in a safe environment. Risk-taking is an essential feature of our play provision. Our environment and classroom provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and managed play environment. As outlined in the 'Managing Risk in Play Provision: Implementation Guide'(2013), play provision should aim to 'manage the balance between the need to offer risk and the need to keep children and young people safe from harm'.

**‘Play is great for children’s wellbeing and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool.’ Managing Risk in Play Provision: An Implementation Guide (Play Safety Forum, 2012)**

At Mawnan Church of England Voluntary Aided Primary school, we recognise and value the fundamental role that the learning environment plays in supporting and extending the children’s development. The Reception classroom’s indoor and outdoor areas are well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and quiet.

Play opportunities are available in our Early Years environment where the three prime areas and four specific areas of learning are offered with equal importance. The Department for Education Early Years Foundation Stage Statutory Framework for Group and School based providers (2024) states:

*‘There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.*

*Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:*

- *Communication and language*
- *Physical development*
- *Personal, social and emotional development*

*Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children’s curiosity and enthusiasm. The specific areas are:*

- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive arts and design*

Every child has access to a broad, balanced and rich curriculum that reflects our community and our school values, which prepares them for now and for the future in terms of opportunities and experiences. Through an appropriate balance of whole class, small group and independent play activities that will be planned and reflective of their needs. Due to the range of adult led activities and child initiated time we provide, we give plenty of time for play opportunities to arise. Through a language rich environment, children are supported and given opportunities to become skilful communicators who connect with others through language and play. So that all children achieve the expected standard at the end of Early Years Foundation Stage (EYFS), and a ‘Good Level of Development’ against the Early Learning Goals (Appendix A) set in the Early Years Foundation Stage Statutory Framework for Group and School based providers (2024) and Development Matters (2023).

## **Learning and Development**

The planning within the Early Years Foundation Stage allows the children to explore the school’s expeditions, it seamlessly ties in with our curriculum overview, and helps to embed the foundations for a child’s school experience. The weekly challenges take on these themes and are also supported by the observations carried out of the children during their child initiated learning from the previous week. This enables children’s interests, achievements, and next steps to be addressed.

Our curriculum coverage is based upon the Educational Programmes, outlined in the reformed Early Years Foundation Stage framework (2024). We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the children’s interests, which helps to keep the children engaged and allows them to take ownership of their learning.

We offer the children a broad and balanced curriculum which is supported by using Development Matters (2023) and The Early Years Foundation Stage (EYFS) Statutory Framework (2024). This enables us to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth. Skills progression and knowledge of child development informs planning. Staff have a strong knowledge of individual children's starting points and have a clear understanding of how to ensure children reach their potential by the end of Early Years Foundation Stage (EYFS).

When children begin in Reception the class teacher discusses each child's developmental stage with the children's key worker in their current setting. Information shared by the previous Early Years setting goes towards each child's Baseline assessment (on entry) into Reception. From September 2021 all children in Reception will undertake the Reception Baseline Assessment (RBA) from the Department for Education. In addition to the RBA baseline, practitioners within Reception will carry out informal observations of the children in the classroom to create a secure judgement of all children's starting points.

Each child's level of development is recorded against the seven areas of learning and development using a 'best fit model'. These lead onto the child acquiring the Early Learning Goal in each area at the end of the Reception Year. Throughout the year, the EYFS teacher and teaching assistants carefully observe and monitor the children in their learning, both through independent play and adult-led tasks.

Although adult led activities can offer insight into children's attainment by making sure the child has the opportunity to demonstrate their knowledge. It is mostly evidenced through observing children through their child initiated activities, that we use to make final judgements for the Early Years Foundation Stage profile. The ongoing achievements of the children are collected using a 'Special Board', where the children celebrate their achievements through a personalised display board in the classroom.

Assessments are collated through high quality interactions and observations that our practitioners have with the children. These assessments are then used to create a judgement of 'On track', 'Just Below'; or 'Below' for the end of year expectations. These judgements are recorded onto our tracking system on Insight three times a year. For those children judged as not being on track to meet the end of year expectations, next steps will be planned for based on their gaps in learning.

### **Safer eating in the Early Years**

The EYFS Framework Reform 2025: Strengthening Child Safety and Nutrition in the Early Years document states that setting should do the following:

-Provide only milk and/or alternatives or water for consumption throughout the day.

-Provide parents with a Food and Nutrition policy so that children receive consistent messages about nutrition. This will impact celebrational foods that the parents may bring in.

-Schools must obtain dietary and allergy requirements before a child starts at the setting.

-Schools should be made aware of intolerances that a child has before they start at the setting. This needs to be monitored.

-Children must be within sight and hearing of a paediatric trained member of staff whilst eating.

We will fulfil these expectations by:

-Ensuring that we promote our Healthy Schools Ethos about food nutrition and a varied diet. Parents will be encouraged to provide a healthy alternative to cakes and sweets for birthday celebrations.

-Children will be provided with access to fresh water at all times during the day. They will be encouraged to refill water bottles and/or collect a cup to ensure they are hydrated.

-Milk will still continue to be available until the term after they turn 5. Alternatives will be provided for those with allergies and/or dietary requirements.

-A paediatric first aid trained member of staff will be present during the time that the children are in the hall eating. They will also be monitored during break and/or continuous provision, where the children are encouraged to eat when they are hungry.

-Home Visits and document are collected prior to a child starting the school. We ensure that we are thorough in questioning through our 'All About Me' document and Chartwell's data pack.

Early Learning Goals as written in the Early Years Foundation Stage Statutory Framework for Group and School based providers (2024) and Development Matters (2023).

<b>PRIME- Communication and Language</b>	
Listening, Attention and Understanding	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
Speaking	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

<b>PRIME- Personal, Social and Emotional Development</b>	
Self-Regulation	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
Managing Self	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Building Relationships	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

<b>PRIME- Physical Development</b>	
Gross Motor Skills	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Fine Motor Skills	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

<b>SPECIFIC- Literacy</b>
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Comprehension	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Word Reading	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Writing	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

<b>SPECIFIC- Mathematics</b>	
Number	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>
Numerical Patterns	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

<b>SPECIFIC- Understanding the World</b>	
Past and Present	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture and Communities	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>
The Natural World	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

**SPECIFIC- Expressive Arts and Design**

Creating with  
Materials

Children at the expected level of development will:

- 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. 16
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative  
and Expressive

Children at the expected level of development will:

- 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.