

Curriculum Implementation for the Early Years Foundation Stage

“Well planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge.” (Curriculum Guidance for the Foundation Stage DfEE 2000)

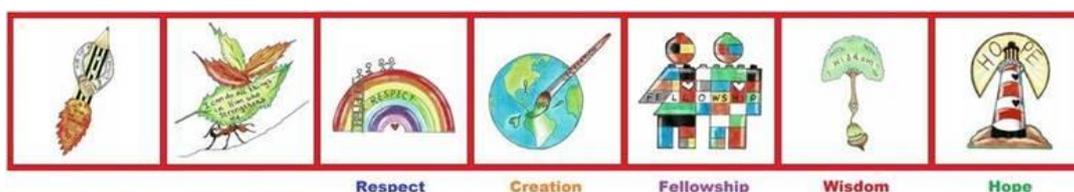
“The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.” (Development Matters July DFE 2021)

Philosophy:

Play is a vital part of the Foundation Stage curriculum and is stressed as such throughout the “Statutory framework for the early years foundation stage” document. It is through play that children learn about the world around them, it allows them to explore and investigate in a non-threatening and individual way. It is through play that practitioners can teach and that children can access learning in a way which is accessible to them. Through first-hand experience and real-life situations children can begin to make sense of the world they live in and learn at their own level and pace. Success is an important part of this and enjoyable and fun activities of the child’s own choice are more likely to lead to purposeful and successful learning. Careful planning, especially in the areas of continuous provision, is required if the play is to be of a high quality. “The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” (Statutory framework for the early years foundation stage DFE September 2021)

Aims:

- All children in the Foundation Stage are offered a range of well-planned learning opportunities which fall within the 7 areas of learning. The Prime areas “are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.” ((Statutory framework for the early years foundation stage DFE September 2021)
 - Prime areas:
 - Personal Social and Emotional Development
 - Communication and Language
 - Physical Development
 - Specific areas:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design



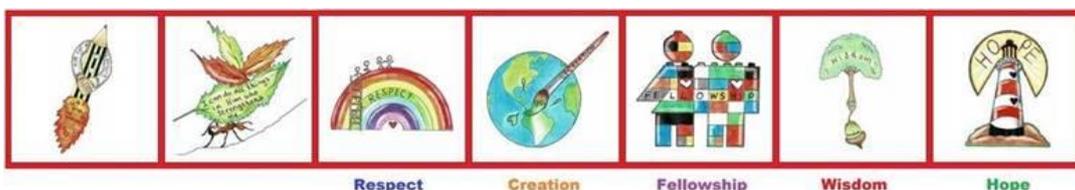
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- All children in the Foundation Stage work within a stimulating environment which has easily accessible suitable play resources.
- All children within the Foundation Stage are encouraged to become independent learners and find fun and excitement in their curriculum, which they help to plan through class conferencing.
- All children within the Foundation Stage have access to appropriate, good quality materials and resources which allow them to interact at their own level of development and also allow for progression.
- All children within the Foundation Stage are provided with situations which enable children to appreciate the multi-cultural society in which they live and understand the importance of British Values.
- All children within the Foundation the Foundation Stage are taught to show consideration for others and to treat equipment with respect.
- All children within the Foundation Stage are encouraged to explore everyday situations through their play.
- All children within the Foundation Stage have equal access to the play experiences and any stereotypical ideas are challenged.
- All children within the Foundation Stage play alongside adults who respect and value children's play and who are able to interact with enthusiasm and sensitivity in order to challenge the children's thinking and further develop their learning.

Broad Guidelines:

Play is planned for in distinctly different areas of learning, the following areas of continuous provision are readily accessible to the children within the Foundation Stage:

- Outside learning through play
 - Water play
 - Construction
 - Sensory
 - Writing/mark making
 - Reading
 - Mathematics
 - Small world/role play
 - Music
- Indoor learning through play
 - Small world area
 - Construction area
 - Malleable area
 - Music area
 - Creative area
 - Painting area
 - Writing area
 - Reading area (with puppets, story props etc)
 - Investigative play – use of interactive displays
 - Role play and imaginative play
 - Mathematics and reasoning area



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Resources within the areas are organised in a way, which makes them easily accessible to the children, who can then take responsibility for choosing and tidying away the resources they require. Resources include recycled and improvised items as well as those bought. Children are encouraged to use the materials creatively and imaginatively and to reflect on their play experiences. Resources are changed in accordance with topics and pupils interests to support their exploration and imagination.

Learning support materials:

Phonics: We use Read Write Inc as a synthetic phonics programme to teach phonics across the EYFS and into KS1

Maths: We use White Rose maths to teach Maths across the EYFS and the rest of the school.

PSHE: We use Jigsaw as a PSHE scheme across the school.

PD: We use Real PE to teach physical development as a PE scheme across the school.

Music: We use Charranga as a scheme to teach music across the school.

The role of the adult:

- To work within the play to develop and extend children’s knowledge, thinking and experiences.
- To observe and monitor the children at play in order to inform future planning of play provision.
- To set up challenging environments which will stimulate and extend children’s play.
- To support children’s learning through purposeful planned play activities.
- To extend and support children’s spontaneous play.
- To extend and develop the children’s language and communication through their play.
- Teachers should use the ELGs to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1.

Through play the children can:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practice and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled and safe situations.

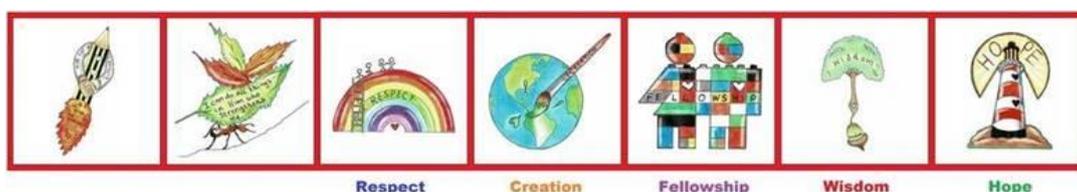
Characteristics of Effective Learning:

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- 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

(Statutory framework for the EYFS, DFE, September 2021)



Planning for play based learning opportunities:

Planning of play experiences includes clear learning intentions linked to the areas of learning but also allows for play to arise from the children’s own ideas. Planning takes account of issues of organisation, resources and adult interactions.

Adults regularly monitor, evaluate and develop the provision they make for play.

Pupils plan their own play opportunities through the weekly class conference and also during Child Initiated Play (CIP), where they are choosing where and how they learn in the classroom.

See also individual long term progression documents for each area of learning.

