

We ensure that the EYFS framework is well embedded within our teaching curriculum. Our school vision, ethos and pedagogy starts from the first day in September and is intertwined into everything we do.

Curriculum

- **Maths**—Children in EYFS follow the structure and strategies of White Rose Maths. These are adapted to meet the needs of the children within our school. Each week, the children complete focussed tasks and have deepen it opportunities. These mastery opportunities are not limited to a group of children, they are available for any child who has demonstrated a deep understanding of the learning throughout the week. There are continuous provision tasks for children to complete based on current or previous learning to embed skills.
- **English**—Vocabulary is at the centre of all we do and we have a vocabulary wall in the classroom where we gather fabulous words. We then challenge the children to use these words within their play and conversations. We follow the structure of **Drawing Club** in English lessons. We focus on a new book each week (based on our termly theme) and the week is split into four sections—Character, Setting, Adventure Time, Adventure Time. The children draw their ideas first and then write a word/sentence/start of a word linked with the picture. Vocabulary is shared and displayed in the classroom each week.
- **Phonics**—At Offenham, we use the Twinkl phonics scheme. We teach from the engaging, well planned resources. The children read books that are directly linked with their phonics level which builds confidence and ability to practise learned sounds. We assess the children after each sub level of teaching e.g. level 2A and this determines when the children move onto the next reading level. The teaching of phonics is applied to their English lessons, where the children are expected to apply what they have learned. We assess their phonics knowledge at the end of every level/phase to determine which sounds need to be revisited.
- **Humanities**— As we are a mixed age class, the reception children are taught the same history and geography units as year one. We ensure there is a wide variety across a three year rolling programme to ensure that children have covered all objectives from reception to year two. We differentiate the tasks from year one to ensure the reception children have engaging activities linked with their learning, that meet their own objectives for UW.
- **Science**— We teach science in isolation across the school. This is to ensure consistency from reception to year five. In the autumn term, we explore autumn and winter seasons. After Christmas, we learn about keeping healthy through food, exercise and dental. Additionally, we explore the seasons of spring and summer, later in the year. This focussed on a mixture of areas for the foundation stage. Seasons is directly linked with UW and health with PD.
- **RE**—Similarly to topic, the children in reception are taught the same units as the year one children in the class, which is part of a rolling programme. The activities are then differentiated to ensure the reception children to access them. From spring 2, RE continuous provision tasks are added to the rainbow challenges that have been planned by the RE lead. (see continuous provision)
- **Art and Design**—Art and design is linked with other areas of our learning, either topic or science. We have isolated lessons where we create projects over a couple of lessons and teach the children new skills. Additionally, we ensure there are art and design opportunities throughout continuous provision to embed learning.

Curriculum

- **Music**—Is taught alongside year one children on a rolling programme. We teach a variety of songs and use the glockenspiels. Additionally, during the nativity, the children learn multiple songs. We also go to an annual reception music festival with the other local schools where we learn songs and dances before hand.
- **PSED**—we teach PSED through a scheme called Kapow. It is taught across the school and progresses as the children grow up. Additionally, we ensure the school's values are embedded and are at the centre of all we do, through our behaviour management and much more.
- **PE/PD**—fine motor skills are taught through activities in continuous provision. Additionally, we do regular letter and number formation work. PE is taught as a rolling programme with the year one children, as well as weekly gross motor skills in provision.

Assessment

Formative: During each activity we complete formative assessment class lists. These are colour coded, in line with the school marking policy. These class lists are then kept in the EYFS termly assessment book, to refer back to for planning. We assess against the termly check points.

Summative: We use the formative data to determine the termly summative grade. Children are graded as met or not met. We use the termly check points to support this judgement.

SEND

Within reception, we have an inclusion approach to SEND. We adapt the curriculum to meet the individual needs of children in the class and make referrals for any external support they may need.

For example, SALT, umbrella pathway etc. We then work closely with these professionals to ensure we are supporting our children to the best of our ability.

Continuous Provision

To ensure that all children access all learning opportunities around the classroom, we use Rainbow Challenges.

The class teacher carefully plans the rainbow challenges linked with the yearly overview objectives and the current topic.

Throughout the year, the number of challenges each week increases. E.g. in September, children are expected to complete 2 rainbow challenges a week. Whereas in summer, the expectation is 6.

Children are informed of the rainbow challenges on Monday, and have all week to complete them. Once a challenge is completed, the child earns a coloured lolly pop stick. (These colours are related to the different areas of learning.) The child then places their lolly stick in their pouch, at the front of the classroom, so it is visual for the adults in the room to see who has completed the challenges.

These challenges are independent and can be in the form of writing/worksheet activities or a practical activity.

They are closely monitored by adults and if a child completes all challenges at the end of the week, they receive a special rainbow sticker.

Parents

Before starting school, we have transition days and PE mornings to ensure the children are familiar with our setting beforehand. We also do home visits before the summer holiday.

Once the children have started, we host a parents' information evening. This is where we inform the parents of the EYFS framework, how we deliver it in school and how they can support their child at home.

We have Walk in Wednesday every half term, where they can look at their child's books to see what they have been learning.

Celebration assemblies are held weekly, where children across the school are celebrated for their achievements.

Before year one, we have another meeting to discuss the transition to year one and how they can support us with this.