



INTENT

At Shaftesbury CE Primary School, we place great importance on ensuring children are happy and healthy. We establish this by providing an environment in which children can learn and develop within the Christian values of Koinonia, courage, creativity, respect and friendship. We strive to ensure that every child feels safe, loved, inspired and ready. Our reception children will have a broad and rich learning experience as they progress through the EYFS at Shaftesbury Primary, in order for them to become successful learners. We work in partnership with parents and carers to encourage independent, happy learners, who thrive in school and reach their full potential from their various starting points. Learners will develop knowledge and skills that prepare them for their next steps in learning. We strive to understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps. Our indoor and outdoor environment is built to support learning, to allow children to revisit, rehearse and consolidate their skills and to ensure all children make at least good progress from their starting points.

Characteristics of Effective Learning

Weaving throughout the EYFS curriculum at Shaftesbury Primary, are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and 'have a go'. Children who actively participate in their own play, develop a larger store of information and experiences to draw on, which positively supports their learning.
- **active learning** - children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners, they are required to take ownership, accept challenges, and learn persistence.
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences, which helps them to solve problems and reach conclusions.

These elements underpin how we reflect on each child's unique development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Underpinned by

Unique Child	Positive Relationships	Enabling Environments & Adult Support	Learning and Development
All children are expected to succeed and make progress from their unique starting points. A wide range of developmentally appropriate resources are made available in order to engage all children and enable them to be successful.	Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the whole EYFS curriculum.	The EYFS environment allows children to revisit, rehearse and consolidate their skills and adults support children to deepen their knowledge and understanding through subtle interaction, instruction and through questioning. The knowledge and skills gained should prepare children for their next steps in learning. Children develop and learn at different rates. We ensure that every child is able to make	Children will develop their knowledge and skills across the curriculum through direct teaching, adult interaction, play and exploration. Children will be challenged appropriately to ensure that all children make good progress.

			progress through our ongoing daily assessment. This enables us to quickly identify those children who may require additional support.	
	Vocabulary and Questioning		Play	
	We promote a language-rich curriculum in EYFS and know that this is essential to success across the curriculum. In all areas of the curriculum, the children will be taught and exposed to a wide range of vocabulary and language in order for them to be able to communicate effectively. They will be encouraged to use new vocabulary in their play and exploration. Children will respond to effective and challenging questioning through sensitive adult interaction and instruction.		We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves children, adults, objects, ideas, stimuli and events, that aim to engage and involve children for sustained periods. We believe that early years education should be as practical as possible and therefore we are proud that our EYFS village has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play that is guided by adults.	

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible, to allow us to respond quickly to children's new interests and/or needs. By the end of reception, we expect our children to succeed in meeting our curricular goals and therefore succeed in meeting the end of reception goals. These goals are defined as the Early Learning Goals (ELGs).

Communication and Language

The development of children's spoken language underpins all seven areas of learning. We ensure there are many opportunities for children's back and forth interactions and quality conversations with adults and peers in a language rich environment. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, adults build children's language. Children are read to frequently and are engaged actively in stories, non-fiction books, rhymes and poems.

Opportunities are provided to enable children to use and embed new words in a range of contexts. Through conversation, story-telling and role-play, children are encouraged to share their ideas with support and modelling from adults and sensitive questioning that invites them to elaborate, in order for them to become confident using a rich range of vocabulary and language structures.

Physical Development

Opportunities are provided throughout the indoor and outdoor environment for children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility, through games, resources and play.

Gross and fine motor skills are developed by offering repeated and varied opportunities to explore and play with small world and construction resources, balancing and climbing equipment, puzzles, malleable materials, arts and crafts, and the practice of using small tools. Support and feedback from adults allows children to develop proficiency, control and confidence.

Children take part in 'Storycises' and 'Squiggle Whilst You Wiggle' programmes, as well as weekly PE sessions through Get Set for PE, to further develop their gross and fine motor skills.

Personal, Social and Emotional Development

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage their own personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully.

Children take part in weekly 'SCARF' lessons following the 'SCARF' PSHE scheme of work for reception.

Literacy

Reading – Phonics

We teach phonics daily through the Read, Write, Inc phonics programme, which is a systematic, fast paced approach to teaching phonics. Children are grouped and taught according to their phonic knowledge. The children read decodable books that match their phonics level, at home and at school.

Writing

Children are supported to develop their pencil grip and to take part in mark making activities. There are opportunities for the children to draw and write for a range of purposes such as: drawing pictures linked to stories, writing labels for pictures or models, messages, captions, lists, instructions, speech bubbles, simple sentences and stories across the year. We use Drawing Club and The Write Stuff to support the teaching of writing.

Literacy Lessons

Literacy is taught directly four times a week. We enjoy listening to stories, learning new vocabulary and retelling known stories orally. Role-play and acting out stories together. Drawing pictures linked to stories and developing an understanding of sentence structure. Sequencing stories and using story language. Making up our own stories and re-reading favourite tales.

Reading for Pleasure

Every day, we share high quality texts to learn new vocabulary and help foster a life-long love of reading.

Rhyme of the Week

Every week, we learn a new rhyme and recite it daily, along with revisiting rhymes already learnt. Rhyme of the week booklets go home every half term and parents are encouraged to recite the rhymes together at home.

Share a Story

Every week, the children take home a new book from our library to share at bedtime. We encourage families to read and re-read the story together across the week, in order for the children to become familiar with the story and immersed in rich story language.

Mathematics

We follow the White Rose Maths and Mastering Number schemes of learning for reception. Maths is taught directly four times a week.

Children learn to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. This is achieved by providing frequent and varied opportunities to build and apply this understanding through using manipulatives and five and ten frames.

In addition, opportunities are provided for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measure.

Children are encouraged to look for patterns, relationships, spot connections, have a go, talk to adults and peers about what they notice and not be afraid to make mistakes.

Expressive Arts and Design

To support children's imagination and creativity, through the Cornerstones Curriculum, we provide regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Through activities such as: painting, 3D modelling, messy play, collage, cutting, drama, role-play, threading, moving to music, following musical patterns with instruments, singing songs and playing percussion instruments, children learn to develop their understanding, self-expression, vocabulary and ability to communicate through the arts.

	Reading and writing opportunities are always available in the indoor and outdoor learning environments, to encourage the children to read and mark make independently.			
IMPLEMENTATION	Understanding the World Through the Cornerstones Curriculum, children are supported to make sense of their physical world, their community and develop a love for the outdoors. Opportunities are provided to discuss families, identifying similarities and making comparisons between families. Across the year, celebrations and festivals are explored, such as Diwali, Christmas, Luna New Year and Easter. By using stories, photographs and objects, children are supported to understand the past. By exploring the local environment, children are encouraged to make observations of its features, plants and animals, notice the changing seasons and changes in living things. Stories and non-fiction texts are selected to enable the children to learn about life in other countries. Through The Emmanuel Project, children are introduced to Christian and other world faiths.		Continuous Provision We acknowledge that play is a vehicle for learning and a way for children to be able to express themselves in a developmentally appropriate way. Our indoor and outdoor provision is a space in which children can play and explore, in order to develop skills, strategies and creativity. The resources available ensure that the children can learn, revisit, rehearse, and consolidate their skills, supported by sensitive, subtle and effective interactions by adults.	
IMPACT	Pupil Voice Through discussion and feedback, children talk enthusiastically about their learning experiences and show a genuine curiosity and interest in the activities and areas that they have explored.	Evidence in knowledge Children can reflect on knowledge gained by using it appropriately and within context. Children can use their knowledge in a variety of situations and draw on it to overcome challenges.	Evidence in skills Children have acquired key skills in order for their development to be successful in their academic journey. They have developed age-appropriate skills which can be built upon in future years.	Breadth and Depth Teachers plan opportunities for pupils to deepen their understanding in all areas of learning through various topics and children's interests. Children have developed confidence and are inspired to further their

				knowledge by displaying positive learning attitudes.
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