



EYFS Curriculum Statement

Welcome to the Early Years Foundation Stage at Reckleford School.



Your child's first year at school is an exciting and fun-filled time! In the Reception Class we follow the Early Years Foundation Stage 2012 Curriculum. Planning for the Early Years is different from The National Curriculum. All Early Years Planning starts from observing the children in order to understand and consider their interests, development and learning. We value and encourage parental input to help us to further understand and consider the child's current interests, development and learning and find out what the child's interests are at home. This helps us to plan more effectively for the individual child's needs.

We aim to provide our children with an active and stimulating curriculum which makes full use of our environment. Reckleford School is ideally situated close to the centre of Yeovil which enables us to easily access a range of local resources and services within the community. This year the Reception Class has visited the local Fire Station, the War Memorial and Yeovil Hospital. Our location also enables us to have easy access to places of interest close to Yeovil. One of the highlights of the year for the children is a visit to a local farm to feed the baby animals!

At the beginning of the year the Reception Classroom will look very similar to the Nursery or Pre-School environment, with many of the activities being play based. As the children settle and develop there will be an increase in adult led activities.

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The curriculum

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The Prime Areas

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.

Communication and Language Development involves giving children opportunities to experience a rich language environment; to develop their confidence in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and develop their control, co-ordination and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

The Specific Areas

Literacy Development involves encouraging children to link letters and sounds and begin to read and write. Children must be given access to a range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematical Development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music, art, movement, dance, role play and design and technology.

The principles which guide our work are grouped into four themes:

A Unique Child-Every child is a unique child who is constantly learning and who can be resilient, capable, confident and self-assured.

Positive Relationships- Children learn to be strong and independent through positive relationships.

Enabling Environments- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between staff and parents and carers.

Learning and Development- All children develop and learn in different ways. The Early Years Framework covers the education of all children in the Reception Class, including those with special educational needs and disabilities. Staff teach children by ensuring

challenging, playful opportunities across the prime and specific areas of learning and development.

Teaching and Learning

Teaching takes place through topic and themes in addition to dedicated Literacy and Maths Skills sessions. Some popular themes are Traditional Tales, Ourselves, My Town and Growth.

Children in the Reception Class learn through play and being active and involved in their tasks. There are activities set up to encourage curiosity and their love of learning both inside and outside the classroom. These activities encourage and develop a range of key skills across the curriculum. All children are given the opportunity to work independently and work in adult led activities throughout the week.

We encourage a love of books and stories from the very first day at school. Reading is key to learning.

In the Reception Class, Letters and Sounds and an interactive phonics programme, Bug Club, are our main teaching programmes for teaching systematic synthetic phonics. It is taught daily using a multisensory, interactive approach and reinforced through learning in Literacy Skills and other sessions throughout the day.

At Reckleford School the children a range of quality fiction and non-fiction books, many of which are from the Oxford Reading Scheme.

Assessment and Reporting to Parents and Carers.

Throughout the year the children are assessed using the Development Matters Outcomes for the Early Years and at the end of the year they are assessed against the EYFS Early Learning Goals. Observations are recorded digitally using 2Simple and each child has a Learning Journey book in which we collect observations and samples of work.

There are Parent's Meetings in September which help establish the child's interests and establish a baseline. There are two further meetings in the year to enable staff to share progress and next step targets. Parents are given an interim report in February and an end of year report detailing their child's progress and a statement about how their child learns. (Characteristics of Learning). However, we want to involve you continually in your child's education so parents are encouraged to come into the classroom every day to talk with us and share your child's successes. We believe your involvement from day one is crucial to your child's happiness and learning.