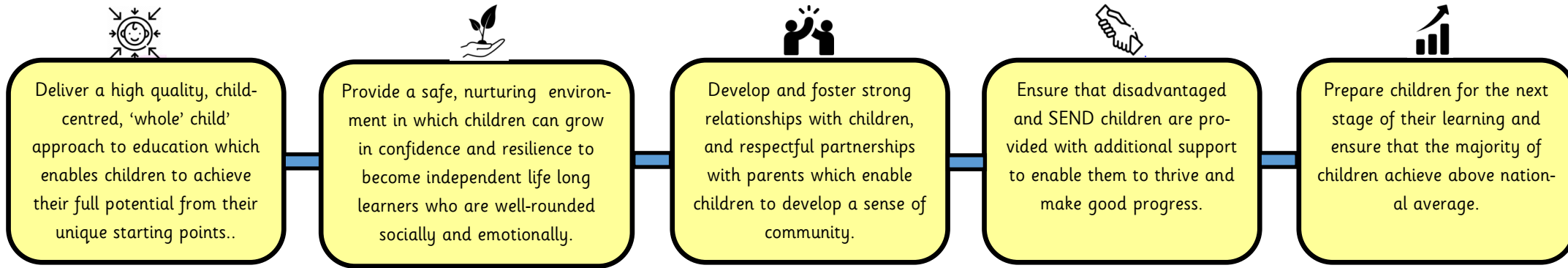


EYFS

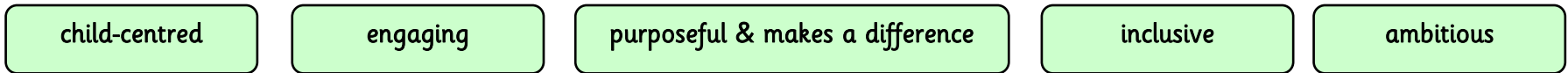


Intent: We aim to: At the Merton we believe that every child is unique and deserves the best possible start in life to support them to reach their full potential. EYFS lays vital foundations that children build upon as they progress through school.



Implementation: How do we achieve our aims?

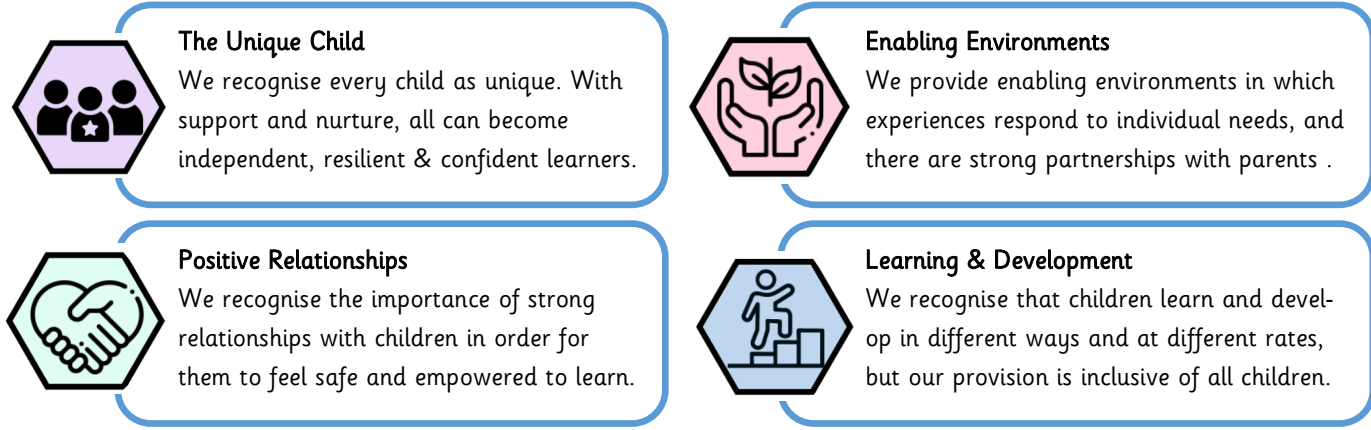
Our EYFS curriculum is:



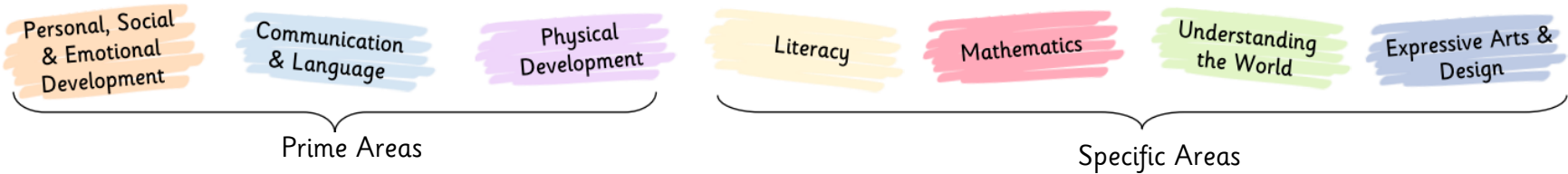
A strong approach

Our EYFS curriculum is underpinned by the statutory EYFS Framework and the non-statutory Development Matters guidance. The EYFS curriculum ensures that learning is centred around the four principles that learning opportunities provided to children cover the seven areas of learning.

Four Principles



Seven Areas of Learning



Implementation (...cont)

Continuous Provision

The EYFS base and outdoor area are set up for continuous provision. We ensure that activities and experiences allow children to display the characteristics of effective learning and teachers make use of both indoor and outdoor spaces. We recognise that learning outdoors is important for children to explore the world around them.

Characteristics of Effective Learning

Engagement - Playing & Exploring The learning environments and activities planned are engaging for children, and appeal to their individual interests. Sensory play experiences stimulate their curiosity, and allow them to explore new materials, objects or ideas. Providing activities and toys that they know allows them to feel comfortable in the learning environment. Children have the freedom to explore a wide range of activities and are encouraged gently by adults to 'have a go' at trying new things.

Motivation - Active Learning Activities are regularly changed, and children are kept motivated by the inclusion of open-ended tasks; problem solving activities that promote questioning; and the introduction of new or unusual objects to explore, which instil a sense of awe and wonder. Activities allow children to work collaboratively to encourage talk, concentration and sharing of ideas. Purpose is at the heart of what we do and children see that through their learning they can make a difference to themselves, their families, community and the wider world. Perseverance is fostered by adults encouraging children to keep trying.

Thinking - Creating & Thinking Critically Activities allow children to express themselves. Open-ended or problem-solving tasks allow children to think critically, explore new vocabular and deepen their understanding. Adults support children in making connections to prior learning to support them in learning new concepts.

Impact: How will we know we have achieved our aims?



Children make strong progress from their individual starting points due to the offer of a broad curriculum which meets the needs of every child.



Children enjoy coming to school and feel happy and safe. They demonstrate high levels of engagement and motivation which supports them to become life-long learners.



Children will have developed strong, positive relationships with adults in school, and parental engagement in their children's learning is effective.



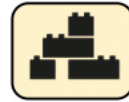
All children access a balanced and challenging curriculum regardless of backgrounds, needs and abilities and those with SEND make good progress.



Children demonstrate strong characteristics of effective learning and this is evidenced their motivation to learn, their engagement and attainment.

Indoor & Outdoor

Areas



Construction



Role-play



Maths



Writing



Small world



Investigation



Reading



Music



Creative & Malleable

Strong Pedagogy

Our EYFS team is well-trained and the principles of teaching and learning are applied to practice. Teachers and support staff use a range of pedagogical approaches to support and enhance children's learning. These include child-initiated play, adult-led activities, direct instruction (particularly in phonics), scaffolding, and enquiry-lead learning. Adults know when to sensitively interact, and when to take a more active guiding role.



Language-rich Environments

We know that strong language skills are a determiner in future academic success. Our EYFS classrooms are language-rich environments in which talk is a part of everyday learning and play. Adults talk to children, and children talk to each other, using new vocabulary learnt. The NELI programme is used to narrow gaps that children may have. The daily sharing of stories also allows children to develop their vocabulary and use new words and structures in their imaginative play.



Ongoing Assessment

Assessment is part of daily practice in EYFS. Children are baseline assessed and learning is planned in accordance with the needs of children as a result of these. Teachers carry out ongoing formative assessment through observation and questioning. Each half term, teachers carry out phonics checks, and identify off-track children in different areas. Provision is put into place to support children to keep up. At the end of each term, assessments identify those who have caught up and those who need further support. Teachers moderate together to ensure consistency. At the end of the year, children are assessed against the Early Learning Goals.



Preparing for KS1

Our children are well-prepared for KS1 as we have high expectations of all. EYFS lay strong foundations in all areas of learning and children are supported to be emotionally ready for the next stage of learning. In Reception, as the year progresses, children engage in more directed collaborative tasks and they learn to become more independent, focused, active and resilient learners.

