



# EYFS AT RYEFIELD



## BIG IDEAS

**Child-Led Learning**

**Continuous Provision**

**Develop Curiosity**

**Social & Communication Skills**

**Forest School**

**Ambitious Curriculum**

We have a holistic approach to learning in EYFS, to support children's personal, social and emotional development first so that children feel safe and secure and are ready to learn.

Through the seven areas of learning and development, we provide themes that excite and engage children, build on their own interests and develop their experiences of the world around them.

We recognise that all children start our school with varied experiences and all practitioners work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.



## THEMES & KEY TEXTS

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	Marvellous Me	Nursery Rhymes	Bears	Traditional Tales	Let's Grow	People Who Help Us
Reception	Marvellous Me	Time to Celebrate	Our Planet	Amazing Animals	In the Garden	Let's go on a Journey

## MATHS

Nursery	Sorting Matching	Pattern Numbers 1-3	Shape Routines	Size	Recognising numbers to 5 beyond	Subitising to 5 Representing numbers
Reception	Just Like Me It's Me 1,2,3	Light & Dark Alive in 5!	Growing 6,7,8 Building 9 &10	To 20 and beyond	First Then Now	Find My Pattern On the Move



## EYFS CURRICULUM

The 3 Prime Areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

The 4 Specific Areas

(through which the prime areas are strengthened and applied)

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We value all areas of learning and development and understand that they are interconnected.



## CHARACTERISTICS OF EFFECTIVE LEARNING

- **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



## PROGRESS & MONITORING

We make regular observations of the children's interactions, interests, skills, and development of concepts. These are used to inform our planning for individuals, groups of children, and our continuous provision.

Planning and guided children's activities reflect the different ways that children learn. Children and parents are encouraged to be involved in the next steps for learning through the children's learning journals and parent consultations.



## TRANSITION TO KEY STAGE 1

During the final term in Reception, the EYFS Profile (EYFSP) is completed for each child. The EYFSP provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the Early Learning Goals (ELGs). The EYFSP indicates whether a child is meeting expected levels of development (met) or emerging at expected levels of development (not yet met).