

# **EYFS...The Albourne Way**

*Everything we do at Albourne Church of England School is underpinned by our vision, **The Albourne Way – living life to the full**. Children in our school will achieve highly because our expectations for pupil outcomes are ambitious.*

*Our coherently planned and well-sequenced curriculum, '**EYFS... The Albourne Way**', offers targeted and exciting opportunities so that children develop new interests and learn new knowledge. Thus, we close the gaps, but is adaptive and flexible to the children's interests.*

*Through a rich environment both inside and out, children are able to engage in learning that is inspirational, challenging and facilitates the consolidation/retention of knowledge previously learnt. Because of the excellent knowledge that the staff have of the children, high-quality interaction between the adults and the children enable all children to make excellent progress from their starting points and be ready for the challenges of Y1.*

*It is our belief that every child can achieve their potential in a safe, secure and challenging environment, and be ready to successfully take on the challenges of their next steps in their learning journey; to live their life to the full.*

## **The EYFS Curriculum**

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected.

There are three prime areas that are crucial for igniting children's curiosity and enthusiasm for learning and for expanding their capacity to learn.

These are:

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

There are then four specific areas through which the three prime areas are strengthened and applied.

These are:

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

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## **Safeguarding**

All staff follow the school's safeguarding policy.

## **The EYFS Curriculum...The Albourne Way**

At Albourne, we intend for children to be confident, be able to articulate their needs, be inquisitive and explorative, have a thirst for learning and give everything a go. By the end of EYFS, our children will be Year 1 ready.

Our curriculum is in line with the EYFS framework, please see our long-term plan and weekly planning for adaptations for specific needs. Each day enables staff to use formative assessment to build a picture of each child in order to reach the ELGs and beyond.

### **Our intent for the prime areas are:**

- Communication and Language (C&L)

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

This area provides children with opportunities for speaking and listening and ignites children's interest in reading and writing. To give children the best opportunities for developing Communication and Language, Positive Relationships support children to communicate their ideas and thoughts with each other and with adults. Adults are the most important part of our Enabling Environment by continuously modelling, thinking out loud and co-regulating. Our Enabling Environment contains signs, symbols, words, songs and notices. They also have books and pictures that take into account interests, backgrounds and cultures. Story telling is a central part of our day. Reading to the children allows exposure to tier 2 and 3 vocabulary (Beck, 2013).

At Albourne, we use the ShREC approach (EEF, 2018) in our interactions with children across the learning environment both inside and out:

1. Sh – Share attention.

Adults will always be at the child's level, paying attention to what they are focussed on.

2. R – Respond

Follow the child's lead, responding to them by making a brief comment on what they can see, hear or feel.

3. E – Expand

Echo back what the child is saying and build on this by adding new vocabulary and turning it into a sentence.

4. C – Conversation

Have a back and forth extended conversation, giving the child time to listen, process and reply.

- Physical Development

This area provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. To give children the best opportunities through Positive Relationships children are supported in their understanding of exercise, sleep and eating to promote health. Activities in Enabling Environments, both indoors and outdoors, encourage energetic physical play, such as bikes and trikes. In Learning and Development, snack times promote social skills and the importance of making healthy food choices. For our weekly PE lesson, we follow The PE Hub.

- Personal, Social and Emotional Development

This area helps children develop a positive sense of themselves, and others; form positive relationships and respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and to have confidence in their own abilities.

To give children the best opportunities through Positive Relationships, adults form caring relationships with all children. In Enabling Environments, opportunities for play and learning are created to help children embrace differences between themselves and others. Learning and Development experiences are planned to promote all round development. For our weekly PSED lesson, we follow Jigsaw.

### **Our intent for the specific areas are:**

- Literacy

At Albourne, our Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. We use Read, Write, Inc. to teach phonics and early reading and Drawing Club to teach early writing, which leads into the 'I'm a Clever Writer' approach as a transition to Year 1.

- Maths

At Albourne, we use NCETM and White Rose planning. Our maths station supports consolidation of the children's learning in the environment. Our intent is that children become maths masters with a deep understanding of number sense.

- Understanding The World (UTW)

Our UTW curriculum covers past and present, which allows for a historical and geographical perspective on learning; people, culture and communities, which covers our RE curriculum (Understanding Christianity and The Emmanuel Project) and further geographical content, including the natural world.

- Expressive Arts and Design (EAD)

Our EAD curriculum covers creating with materials and being imaginative and expressive. We use Charanga for our music lessons and KAPOW for our design technology. In the environment, children have access to musical instruments and building/making materials in our Makerland and Construction Land.

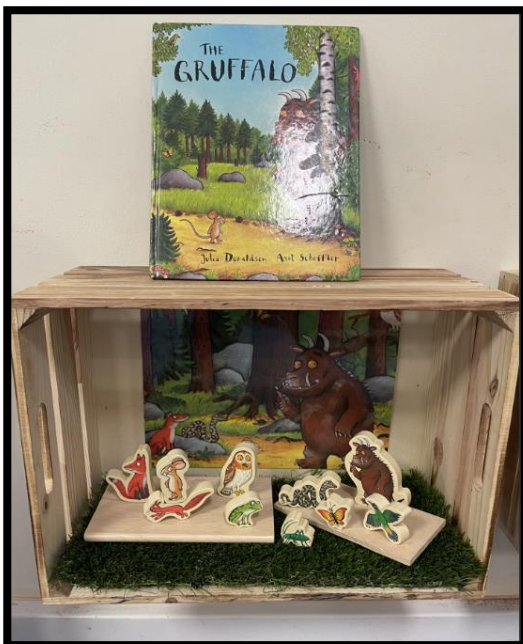
## **Implementation**

The learning environment is zoned into areas that will promote playing and exploring, active learning and creating and thinking critically.

## **BOOKLAND**

The Bookland area consists of:

- Front facing shelves for children to see the books.
- Crates attached to wall that have objects related to the book for the children to engage with.
- A floor book stand with recommended books in.
- A reading buddy to read to (real or puppet).
- The Bookland sign.
- Photographs of the children reading / engaging with books.
- BAME characters and authors.
- An inviting, engaging and inspirational space.



## STORYLAND



The Storyland area connects with the Bookland area and consists of:

- Small world objects, which are organised, accessible and some relate to the current topic.
- Opportunities for writing, independent or facilitated by adults.
- A 'WONDER' box, which contains an object that the children can use magnifying glasses to observe.

In the outdoor area, children have access to storybooks, small world resources and loose parts to develop their love of reading.



## WONDERLAND

The Wonderland area is a topic based role-play area and consists of:

- Role-play area, dressing up, props, signage.
- Opportunities for writing, independent or facilitated by adult.

In our outdoor area, children can develop their role-play and utilise large-scale equipment to support their creativity and development.



## **MAKERLAND**

The Makerland area is an opportunity for children to develop their EAD skills and creativity. Inspiration for this area may come from our topic, a story, our writing or maths, or simply their own interests. In our outdoor area, children have access to loose parts, water, sand and the mud kitchen café, which enriches their play.



## **WRITE... THE ALBOURNE WAY/DRAWING CLUB**

Drawing Club covers our literacy lessons for at least the first two terms. This uses traditional texts, traditional tales and animations. In the final term, as we get closer to reaching ELGs, we will transition to I'm a Clever Writer (Write... The Albourne Way).

In our outdoor area, children have access to writing materials such as chalk, paint brushes and crayons. We also have builder's toolkits for planning their designs.



## **NUMBERLAND**

The Numberland area will be organised with accessible maths resources relating to subitising, cardinality and counting, comparison, composition, pattern, shape and space and measures.

In our outdoor area, children have access to a range of maths resources including large-scale and loose parts play to incorporate their maths learning in their play.



In Summer 2, weekly independent challenges will be seen in the environment. This is an opportunity for children to extend their critical thinking, using all the skills they've developed over the year.



## **Impact**

**2023-24**

**GLD 70%**

**Maths 78%**

**Reading 91%**

**Writing 74%**