



Early Years Foundation Stage Offer

## Intent

At Abbey Gates, the children come first. They are at the heart of our curriculum and it is our intention that all children receive a learning experience that is personalised, relevant, broad and balanced, exciting and engaging. Our core values and ethos, linked with the individual needs of children, makes up an ambitious curriculum to secure foundations in, and attitudes to, learning.

We believe it is essential to create a personalised approach to our curriculum, using the children's own voices, experiences, interests, culture and community to meet their developmental needs and scaffold their learning to unlock potential. It is our aim that all children in our unit feel valued and confident; demonstrating the characteristic of effective learning and become resilient, creative, critical thinking individuals that will excel in future possibilities.

We aim to equip all children with the knowledge and skills required to be lifelong learners, make a difference in the wider world and be kind, caring and compassionate individuals. Through enrichment opportunities such as visits out of school, visitors in school, exciting hooks and engaging outcome opportunities, we strive to embed the children's learning by making it memorable. Children are regularly encouraged to revisit and review their own learning, applying it to new situations with adults, in small groups and during their independent learning time so that they become unconsciously competent in their application of skills.

Each and every child at Abbey Gates has a voice; and we want it to be heard. Communication and relationships are vital. Through careful modelling, observation, assessment, intervention and whole class focus, we aim for all children to be able to effectively communicate their needs, interests, opinions and knowledge. With the support of parents, we can gain a holistic view of each and every child, working in partnership to ensure every single child reaches their full potential.

## Implementation

Our curriculum is implemented through a range of approaches such as; continuous provision, whole class learning, small guided groups, talking tables, interventions and 1:1 tasks. These approaches change and develop throughout the year to respond to the developmental needs of the whole cohort and individual children.

Our indoor environment ensures the opportunity to explore all areas of the EYFS curriculum in a cross curricular context. Whilst we do have “areas” of learning, these are not set or rigid - allowing free flow of resources to enhance learning and imagination in other areas of the provision.

The maths area provides opportunities for children to explore pattern, number, shape, space and measure through a variety of natural materials and familiar resources. Our fine motor area supports the development of fine motor skills in preparation for writing; these progress throughout the year from balancing and threading to cutting and using hole punches. In the writing area, children are offered a variety of writing tools and medium; creating cards, books, postcards and moving the writing toolkits around different areas to ensure they are applying their skills in a range of contexts. Our curiosity cube provides opportunities for in depth conversations; developing vocabulary, sentence structure, asking and answering questions about items/ ideas that fascinate us. Children can develop their creativity throughout the unit, taking on different roles in the home corner and a regularly reviewed and adapted role play area. Opportunities to explore texture, art, colour, fixing and joining are developed in our creative area, encouraging independence when selecting resources, developing ideas and experimenting with skills. These skills are often further enhanced and embedded in our construction area; designing, building, solving problems and being imaginative. Children are encouraged to explore and investigate in the sand and water, making links in their learning to the wider world, materials, scientific concepts and maths.

Our outdoor provision ensures that learning opportunities in all areas are further enhanced and developed, ensuring that it is not a replica of the indoor environment. Construction is large scale to support gross motor development, an opportunity to take and manage risk, self-regulate and work together to move, build, balance and solve problems. Concepts are investigated through water play using pipes, guttering and channel stands. Literacy and maths sheds

provide children with resources to enhance their outdoor play whilst embedding core skills, such as recording scores when playing games, making signs for dens they have built and creating maps for a “crate” pirate ship. Outdoor climbing equipment and bikes support gross motor development as well as opportunities to work on throwing, catching and kicking. The outdoor stage develops the confidence and creativity of children; playing instruments, dressing up and creating own songs for an audience.

Continuous provision is available at all times and self-selection encourages independence. Enhancements are added regularly to areas where a particular focus is needed or practitioners have recognised a specific need or interest; ensuring well-being and engagement is high. A range of challenge can be found in all areas to ensure that those requiring support are able to access and practise and those trying to refine or extend are able to do so. Staff are available during continuous provision to model, support, extend, interact, deepen and challenge children’s ideas, learning and skills.

Daily sessions of phonics, maths and Literacy are taught in the Foundation unit via whole class and small group delivery. Phase 1 phonics is taught in Foundation 1 and focuses on the fundamental skills required as a basis for reading and writing. Phase 2 phonics begins in Foundation 2 and a clear, progressive, phonics curriculum is taught consistently throughout Foundation and Key Stage 1, using actions, rhymes and pictures. Phonics is taught discretely to ensure consistency and opportunities to embed and apply the skills learnt are provided throughout continuous provision. Maths is taught discretely to ensure children have a solid foundation of early number, following the progression of White Rose Maths and a mastery approach. ‘Talk for Writing’ is used regularly for children throughout the Foundation stage to promote vocabulary, story-telling, sequencing and an understanding of structure. Reading is paramount at Abbey Gates; a love of reading, listening to, creating and writing own stories and texts. Carefully planned core books, rhymes and songs ensure progression across the unit, making links with topics and key questions where possible.

Workshops for parents in phonics and early maths are delivered to ensure that all adults working with children understand what they need to know and how to support their child at home.

## Impact

Our carefully planned, progressive curriculum enables children to...

### AIM HIGH by:

- Being independent learners
- Being confident to take risks, make mistakes and be resilient when faced with challenge
- Being interested in the world around them; asking questions and seeking out answers
- Setting goals and working to achieve them; alone or by seeking out others
- Understanding the importance of rules and boundaries and beginning to self-regulate
- Developing early reading, writing and maths skills that prepare them for future learning
- Communicating effectively with others

### BE KIND to:

- Themselves - understanding their skills, talents and strengths. Knowing how to keep themselves safe, happy and healthy.
- Others - developing friendships and social skills. Understanding how their actions and words affect others.
- The world - understanding the impact that we have on the environment and ways that we can support change.

Regular assessment ensures that all staff are aware of the strengths and developing needs of all children. Through assessment for learning, observations, staff meetings, speech and language programmes and interventions, the progress of all children is closely monitored. This ensures that every child achieves their full potential in an environment that is safe, supportive and reflective of children's interests and an exciting and engaging place to learn.

Our aim for every member of the Abbey Gates Family is to *'Learn Together and Make a Difference'*