



**Endeavour**  
**Schools Trust**  
Inspired to Excel

**“Inspired to be the best that I can be”  
At The Vaynor First School children are  
at the heart of all that we do. We want  
the very best for every child in our  
care, ensuring that no child gets left  
behind: socially and emotionally,  
morally or academically. As a school  
we want our children to feel a true  
sense of belonging, confidence to  
have a voice and be themselves and  
a clear understanding of how valued  
their place is within it.**

**Our motto “Inspired to be the best that  
I can be” encapsulates our vision for  
our children.**



# The Vaynor First School Early Years Curriculum



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## Our Curriculum Intent

Children in EYFS will begin a lifelong journey to develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a LOVE of learning. Our children will develop into happy, confident and independent learners. Through a nurturing environment they will develop the necessary skills, knowledge and attitudes to achieve fulfilling lives whilst learning to celebrate their successes and the successes of others.



# Our Curriculum Implementation

*At The Vaynor First School in the EYFS we implement:*

*Quality first teaching across all areas of the curriculum.*

*Stimulating learning environments both indoors and outdoors.*

*Well planned and organised continuous provision which allows children to learn through play.*

*A carefully planned balance of adult-led and child-initiated learning opportunities.*

*A strong parental partnership which empowers parents to support their children at home.*

*Systematic approaches to teaching reading, to ensure all children learn to read.*

*High quality phonics teaching is started as soon as the children start Reception.*

*Opportunities for children and families to develop a love of reading.*

*We promote a love of learning through real life experiences and opportunities to build on prior learning.*



# Our Curriculum Impact

At The Vaynor First School the impact of our EYFS curriculum, practices and pedagogy are reflected by:

High levels of engagement and motivation demonstrated by children which supports them to become life-long learners.

Confident and capable readers who demonstrate a love of reading.

Children who demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.

Children who feel happy and safe and enjoy coming to school.

Children make strong progress from their starting points and are offered a broad and balanced curriculum.

Adults who support children and are passionate about providing the best education for every child.



# Our School Values



Our EYFS Curriculum encompasses our school values:

**Honesty - being true to yourself and inspiring trust in others**

**Respect - for yourself, each another and our environment**

**Kindness - showing consideration, compassion and empathy to others**

**Forgiveness - choosing to let go of wrong things that have been done to you**

**Happiness - enjoying learning and feeling positive about myself and others**

We talk about our Vaynor Values throughout the day and how these support us to be a 'better' person.





## **Enabling Environments** **In EYFS at The Vaynor First School we have** **amazing enabling learning environments**

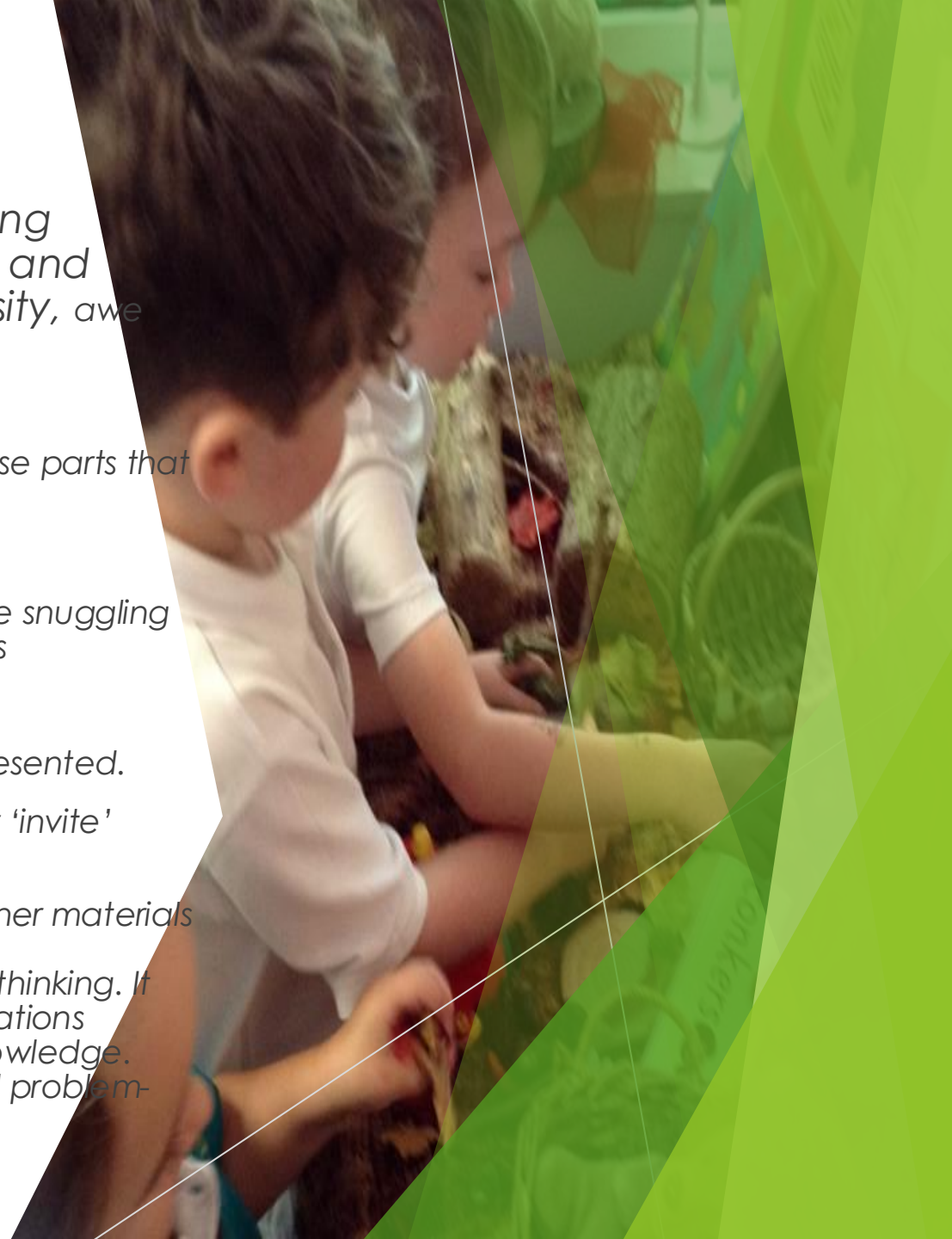
Children thrive within environments that support their individual needs. Enabling environments offer security, comfort, choice engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.

# Curiosity in the EYFS

*At The Vaynor First School we plan our curriculum and enabling environments to ensure that we inspire children to play, think and learn. We provide a wealth of experiences to promote curiosity, awe and wonder.*

## **In the EYFS we:**

- Provide environments with authentic resources, recycled materials and loose parts that inspire children with open-ended learning opportunities.*
- We inspire children to play, tinker, linger and explore*
- We ensure that the environments feel homely and inviting, the children love snuggling up on the sofa to read and playing in the home corner with real life objects*
- We provide many aspects of nature within our setting*
- The resources on offer in the EYFS are easily accessible and thoughtfully presented.*
- Areas within the EYFS are 'dressed for engagement,' the resources on offer 'invite' children to play and learn.*
- We provide a range of provocations, these are open-ended resources, either materials or objects, that create a context for children to explore their ideas, either independently or with friends. It is an extension or a challenge to stimulate thinking. It deepens or extends children's current interests, ideas and theories. Provocations encourage children to make new connections based on their previous knowledge. Provocations allow children to develop their innate curiosity, creativity and problem-solving skills, as they deepen their ways of thinking.*



# The role of the adult in our EYFS curriculum

## The role of adults and different learning opportunities

The role of the adults in the Early Years is fundamental. A practitioner's good knowledge of Early Years principles in general and of current planning in particular is vital; they should be available to interact with children working in the classroom's learning areas. Children *"also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important"* (Development Matters, 2021).

Effective learning in the Early Years Foundation Stage is the result of a balance between:

Adult-led learning	Adult-guided or adult-initiated	Child-initiated learning
This learning is led and managed by the adult eg Phonics and Maths are good examples of curriculum areas delivered through adult-led learning.	Adults guide learning by their resourcing and support; children independently practise and consolidate previous learning eg Phonics and Maths activities which follow on from an adult-led session.	This is led by the child; the child chooses the context, the resources, the place and the time they spend engaged in the activity. The role of the adult is to develop and deepen a child's thought processes in a way that doesn't 'take over' from what the child is doing and thinking.

Similarly, the balance between different learning activities is also crucial.

Directed activity	Themed / enriched / enhanced activities	Continuous provision
This is focused learning where the teacher plans the objectives and has intended outcomes. The outcomes of this learning can then be transferred and consolidated in other activities. A directed activity can be with the whole class or within a smaller group.	These come from the planned, objective-led activities and children's interests. The adult interacts closely with the children taking their learning forward.	Continuous quality provision in the classroom learning areas helps to ensure continuous learning. In the different classroom learning areas, continuous provision is enhanced through extra resources carefully placed to develop particular learning and interests, or through learning challenges which adults place as a focus for children's activity.



# Characteristics of Effective Learning

Our EYFS curriculum encourages children to learn in different ways.

## Characteristics of effective teaching and learning

*The unique child reaches out to relate to people and things through the characteristics of effective learning, which can be apparent in all areas of learning.*

↑ Playing and exploring ↑

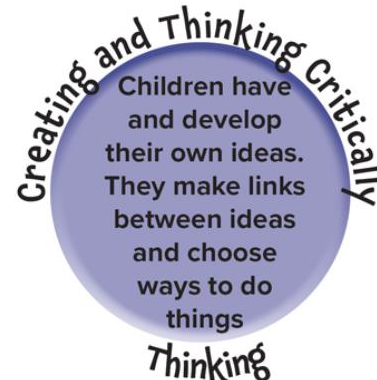
children investigate and experience things, and 'have a go'

↑ 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



**Cultural Capital in the EYFS – At The Vaynor First School we provide an engaging curriculum that strives to plant seeds of curiosity for future learning.**

At The Vaynor First School, we view 'cultural capital' as the characteristics, knowledge and skills that promote social mobility, both now and in the future. We ensure that all children are exposed to a wide range of experiences that will develop their cultural capital and give them an advantage in later life. We also recognise that all children have different starting points and so strive to layer experiences that will build over time and hopefully help to close any attainment gaps.



# British Values help shape our EYFS Curriculum

## **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness

- We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children vote daily for the book they'd like read at the end of the day.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

## **Rule of law: understanding rules matter**

As part of the focus on managing feelings and behaviour:

- We ensure that children understand their own and others' behaviour and its consequences; and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.



# British Values help shape our EYFS Curriculum

## **Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people and communities



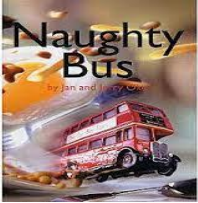



- Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in small group discussions.

## **Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people, culture and communities, managing self and building relationships:

- We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Our planning and practice is geared to supporting children to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others including families, faiths, communities, cultures and tradition.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

***In the EYFS our curriculum is based around possible themes, lines of enquiry and the children's interests.***

Half Term					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception					
<b>Marvellous me &amp; Me and my world</b> 	<b>Let's Celebrate &amp; we're Going on a Bear Hunt</b> 	<b>Journeys</b> 	<b>Explorers</b> 	<b>Glorious Growth</b> 	<b>All Creatures Great and Small</b> 



# Possible key texts – Reception

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Texts</b></p> <p>The Colour Monster</p> <p>Elmer – Science Talk</p> <p>Peepo</p> <p>Super Duper You</p>	<p><b>Key Texts</b></p> <p>Owl babies</p> <p>Peace at last</p> <p>We're Going on a Bear Hunt</p> <p>Brown Bear Brown Bear</p>	<p><b>Key Texts</b></p> <p>Whatever next</p> <p>Naughty Bus</p> <p>The way back home</p>	<p><b>Key Texts</b></p> <p>The Dinosaur</p> <p>Stomp, Dinosaur, Stomp</p> <p>The Somethingosaur</p>	<p><b>Key Texts</b></p> <p>Jasper's Beanstalk</p> <p>Jack and the Beanstalk</p> <p>Snail – non-fiction books</p>	<p><b>Key Texts</b></p> <p>Super worm</p> <p>Hungry Caterpillar</p> <p>Mini beast Non-fiction books</p>



# Wow Moments and Significant Events

Wow Moments, Celebrations and Significant Events					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Starting Reception</p> <p>Finding our way around the school.</p> <p>Meeting the staff at school and learning about their role at The Vaynor First School.</p>	<p>Remembrance Day</p> <p>Halloween</p> <p>Bonfire Night</p> <p>Road Safety Week</p> <p>Diwali</p> <p>Christmas</p>	<p>Chinese New Year</p> <p>Shrove Tuesday</p>	<p>Holi</p> <p>St Georges Day</p> <p>Easter</p> <p>World Book Day</p>	<p>Eid</p>	<p>Sports Day</p> <p>Transition to Year One</p>



## Outdoor Learning

As part of our physical development curriculum offer, we involve the children in the EYFS in as many outdoor learning opportunities as possible.

### What can children learn and experience outdoors?

Children are naturally inquisitive and learn best when engaged in their environment. Outdoor learning is therefore an important part at the Reception year at The Vaynor First School because it stimulates curiosity, imagination and creativity. Children are given regular learning opportunities to achieve, develop confidence and self-esteem through hands on experiences in our outdoor area and school grounds. Children have opportunities to take risks, problem solve and work in collaboration. It also helps children to establish a healthy and active lifestyle and offers them the opportunities to use their bodies physically by engaging in various activities.

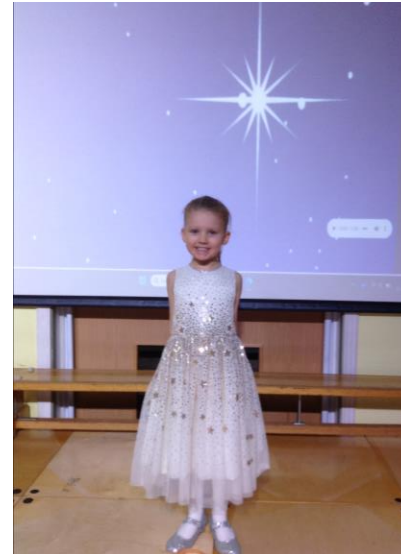


# Exploring the great outdoors



# Festivals, Celebrations and Significant Events

In the Early Years our curriculum includes the celebration of a range of festivals and significant events throughout the year. We read key texts linked to the festivals and celebrations and have themed days linked to these events.



# Recommended Reads

**In the EYFS we have key texts that we send home for the children to read with their families.**

Our 'Recommended Reading' checklist, lists over 40 books that we think will appeal to children aged 4-5 years old. Our reading suggestions include a diverse range of titles to cover all ability ranges with titles suited to first independent reading, paired reading, and reading together with your child. We aim to provide a wide variety of book choices that develop a reading-for-pleasure ethos.

This list should help to encourage a lifelong love of books!



# Learning to read and write in the EYFS

In the EYFS we follow the Little Wandle phonics programme. All the teachers and teaching assistants are reading experts.



# Floor Books

## Evidencing the journey through our learning in the EYFS

A floor book can be seen as a way of **documenting learning**:

In Reception, we use floor books to celebrate the depth of learning that takes place in the Early Years. Learning is visible in the floor book and shows progression. They capture many different learning situations in many different contexts; through annotated photographs, post it notes and speech bubbles of direct quotes from the children. Floor books record children's thoughts, their questions and their enquiries. The children have ownership of the content of the floor book and take great delight in sharing their learning journey across the year, as a class and as individuals. The children show pride in their achievements, recognising their own progress throughout the year. The book is not organised into the 7 areas of learning, instead it is ordered to show the journey across a topic/ theme as a whole; demonstrating clear evidence of progress and examples of the range of exciting learning opportunities that the children have been exposed to.

Floor Books are created for the children, allowing them to reflect on their own learning with the enthusiastic support of the adults around them. Floor Books will help develop their retrieval skills, with opportunities being provided to revisit learning.

# Transition to the EYFS

At The Vaynor First School, a child's social and emotional well-being is paramount to ensure a smooth and positive transition into school. We encourage the opportunity for visits to the setting to establish a partnership with parents. Parents/carers are invited into school with the children for an 'All About Me' meeting with the Early Years staff. This is an excellent opportunity to ask any questions and ensure all parties are ready for this new start. A profile is completed with parents to support their child with transition. Where possible, we also visit pupils at their current setting, in order to meet with their key worker and to see the child in a setting that they are familiar and secure with. We also invite children to come and visit us in the Summer Term for an afternoon taster session. All of these activities create an invaluable starting point where essential information can be exchanged between staff, parents and carers. The children's first educators are their parents and we want to encourage parents to play an active part in their child's education and support their work within school.

**Staff create 'all about me' pages and videos to share with the children as part of the transition from Nursery to Reception**



# ***Transition to Year 1 – continuing the learning journey at The Vaynor First School***

- Teachers in the Reception year and KS1 will consider what they can do to prepare children for the move into Year 1.
- Year 1 teachers will ensure that their practice and provision is developmentally appropriate for the children coming into their classes and are aware that this may change from year to year.
- Parents/ carers are fully involved in the transition process.
- Focusing on the needs of the 'unique child' will shape and develop appropriate learning experiences in Year 1.
- The pedagogical approaches provided are consistent in the early years and primary phase with appropriate expectations, challenge and support for all learners.
- A curriculum which excites the imagination of every child: therefore, continuing the EYFS approach will work for children in Year 1.
- All Year 1 staff have a knowledge of the EY curriculum and the Characteristics of Learning so they can support all children in a developmentally appropriate way.