



EYFS Curriculum Statement

Intent

At Portsmouth Primary School and Early Years, we believe that the Early Years Foundation Stage supports children to secure foundations ready for their future learning. Our Vision is for every child to love learning, be compassionate and achieve now and in the future. We work closely and collaboratively with parents, building positive relationships understanding the importance that home experiences have on children's development.

We aim to:

- Provide a safe and stimulating environment, inside and outside where children can explore and foster a love of learning
- Provide high expectations to encourage children to develop resilience and problem solving skills and to become creative and critical thinkers
- To provide a broad range of first hand experiences which widen and enrich their life experiences beyond their starting points
- To create an enabling environment where we make the most of every opportunity to supports and develop children's vocabulary and communication skills.
- To improve communication and language skills across the EYFS, with a particular focus on early language and vocabulary development.
- To inspire a love of reading and ensure that children develop skills to decode and read simple words and phrases so that they will become more confident and fluent readers in Key Stage 1.
- To ensure that our children are equipped with the skills and knowledge to have a smooth transition into year 1.

Implementation

Throughout the EYFS at Portsmouth we follow the Early Years Foundation statutory framework by the Department of Education. The framework specifies the requirements for learning and development. This covers the 7 area of learning, which are:

The Prime areas:

- Communication and Language,
- Physical development,
- Personal and social development,

The Specific areas:

- Literacy,
- Maths,
- Understanding the World
- Expressive Arts and Design.

At Portsdown, we use a child centred, play based approach. We encourage children to learn through playing and exploring, being active and thinking critically and creatively. We recognise that children learn best when they feel happy, secure and feel safe. The staff work hard to develop positive relationships with the children. We take time to learn about the children's interests and likes to support learning. The staff plan and provide an enabling environment that support children's learning. Children's language skills and vocabulary are developed by a language rich environment where staff support and scaffold high quality interactions. Children have opportunities throughout the day to work both indoors and outdoors. There is a balance of adult led and child led activities depending on the age and development of the children. Interventions are put in place for any children who need additional support, this could include phonic catch up, SALT. Talk Boost, Bucket club or NELI.

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. The aim is to expose children to a range of quality books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. Books are used as hooks for learning across the EYFS phase. They used in adult led activities and in daily story sessions. Children in Nursery regularly take home books to share with parents and in Reception, children take home a phonetically decodable book at their phonic level to practice at home and regularly visit Cosham library.

In line with school policy, we use the Little Wandles programme to teach phonics. We deliver discreet phonics lessons daily from the start of Reception, once the children are settled. Every child participates in the phonics sessions and then assessed every six weeks to identify children who need targeted interventions and to support identifying reading book level. In Nursery children develop skills through Phase 1, through small group sessions and during everyday activities.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. This could be through the environment and during their daily routine. Reception follow the NCTEM Mastering Number scheme alongside White Rose Maths. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations.

Impact

- Children who are happy and secure in school with a positive attitude to learning
- We strive to ensure that children to make good progress from their varied starting points
- We aim for children to reach the Early Learning Goals
- We aim for all children to have gained knowledge and skills to enable them access the Year 1 curriculum
- Children are equipped with skills to decode and blend words and simple sentences ready to become more confident and fluent readers in Key Stage 1.