



Our vision for EYFS at Edna G. Olds Academy – EYFS Curriculum Statement

EYFS Vision

We believe that all children should be happy and enthusiastic to come to school each day. We want the children to have the richest of environments that stimulate and enhance their learning. We use the aspects of the Curiosity Approach to ensure the children are encouraged to become inquisitive thinkers and inspired by the awe and wonder around them. They all see themselves represented in their classroom and have a strong sense of identity and belonging. We enhance their cultural capital by offering experiences and introducing objects that are new to them. We ensure that the children leave EYFS as confident risk takers who have a close affinity to the natural world around them.

EYFS Intent

We at Edna G. Olds academy aim to give the child a positive and meaningful start to their school life, in which they can establish a solid foundation on which to develop into independent and fearless lifelong learners.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are healthy and safe and that they achieve the knowledge and skills they need to become life-long learners.

EYFS Rational

Edna G. Olds is a richly diverse inner city school. We have a high level of EAL children and have a transient cohort with many children leaving and starting throughout the academic year. At Edna G Olds, we recognise the varied backgrounds of our children and ensure our curriculum, resources and classroom environments reflect their life experiences. We offer a broad and balanced curriculum that enables a deep and rich learning experience.

We have high expectations for all of our children and we want the children to imagine limitless possibilities for their futures. Our children leave Edna G. Olds in Year 6 as confident, polite, respectful, and articulate members of the community. We endeavour to instil these values, in the children upon entry to our school.



The cultural capital of the child is developed by the provision of an enriching environment that offers opportunities for the children to engage with awe and wonder. We use real life objects and think carefully about their selection to provoke curiosity and questioning. Through the use of non-plastic and natural resources we broaden the vocabulary of the children. Fostering a connection with nature and respect for the environment.

We also take the children on regular walks in the local environment and ask them to reflect upon their surroundings. We celebrate the families and values of the children and use a flexible curriculum to build upon and develop from what the child already knows. We use regular observations of the children to create in partnership with them, an environment that reflects their interests.

The Covid pandemic has resulted in many of our children being isolated from peers, and not as able to develop their social emotional and language skills. It has also been noted that many of our pupils have not had free access to the outdoors; therefore, our outdoor education is a priority to us.

Early Years Implementation (including pedagogy)

In the Early Years Unit we understand the importance of learning through play and exploration. We recognise that the environment plays a key role in supporting and extending the children's development. Through a variety of assessment activities, we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We will use materials and equipment that reflect both the community that our children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. We recognised that many of our children may not have a garden or have reduced access to outdoor spaces. Therefore outdoor learning is of a high priority in our curriculum.

Each of our group time activities with the children follow the REAL approach:

Reflect -what you already know?

Educate- the learning you are going to be doing today

Apply- application of what you have been taught

Learnt- what have you learnt today?

The teaching practitioners have the role of facilitator. Through their communication and interactions with the children, they ensure that they are engaging in Shared Sustained Thinking to enable the child to benefit from an interaction. It is essential that the practitioner models the language of thinking and introduces new vocabulary.

Key pedagogy that underpins the teaching of EYFS at Edna G Olds Academy includes the following:



1. Questions and Questioning

We encourage the children to ask questions as this helps to develop their questioning techniques, and develop critical thinking. Practitioners support the children by raising questions such as, 'I wonder what will happen if...?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' This ensures that their engagement and curiosity is piqued.

2. Speaking and listening, discussion and debate: Oracy

Speaking and listening is integral to the Early Years Curriculum. We give children opportunities to develop their oracy through:

- Problem-solving using a hook to gain curiosity.
- Group discussion to listen to the ideas of others.
- Asking children to pose questions, to predict, to evaluate when engaged in an activity.
- Explaining their thinking processes and ideas.
- Regular circle times and talk buddies.

3. Constructivism and Social Constructivism.

We use exploration, and inquiry based learning. This ensures the children have hands on opportunities to discover how things work, and can make links with real life products. It will also develop their ability to problem solve and to work collaboratively.

Children are encouraged to work collaboratively as this elicits purposeful discussions with the teacher as a skilled facilitator, obtaining the best results from the children.

Wider curriculum Implementation expectations:

At Edna G. Olds we place great importance on children to develop their memory and recall skills. We ensure that there are regular opportunities to review the learning that has taken place in previous lessons, and we revisit and refine skills previously taught. At the start of each topic, children will have the opportunity to share what they already know about a current topic. We display new vocabulary that has been introduced and refer back to it throughout the year. We use the language of memory to aid recall, 'remember' 'what did we talk about yesterday?' 'Can you remember when...?'

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Edna G Olds Academy

A L.E.A.D. Academy

The children will have a greater affinity with nature and will have broadened their vocabulary. They will be collaborative and considerate to others. They will understand the importance of good communication and can adopt the characteristics of speaking and listening.

Children leaving EYFS will be happy, resilient and confident. They will be problem solvers and risk takers. They will have made expected or greater than expected progress.