



# THERE'S NO FULL STOP TO LEARNING

## EYFS at Reay

### Intent

The EYFS team at Reay strive for all children to be confident learners, exploring the world and their school environment through a range of highly engaging resources and activities. The Nursery and Reception classrooms and outdoor areas provide activities and resources to inspire play through all areas of the EYFS curriculum; Communication and Language, PSED development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

### Implementation

Staff in the EYFS follow a child-led and child-initiated approach to learning. We strongly believe that for learning to be meaningful and engaging, children need to lead the way and go with their interests. Adults engage in a specialist way, noticing the children's 'spark' and move children on in their learning through quality interaction. Adults in Nursery and Reception also add to children's play and exploration in different ways.

*'If a child leads the learning, it does not mean that the practitioner has no role. Often children turn to their adults as audience, to affirm what they are doing or to invite them into their activity. But the secret is to join in without taking over; to follow the child's thinking and to be the adult the child needs in order to achieve their own goals'*

*'Interactions are a crucial way in which early years practitioners can enhance and extend children's learning and development'*

*(Julie Fisher 'EYFS Best Practice – All about....interactions)*

*(Fisher, J (2016) Interacting or Interfering? Improving Interactions In The Early Years)*

EYFS statement

Caroline Rachel



Observations are taken in a range of ways by adults within the EYFS. We note down any new, notable experiences and document how the adult has brought the child on in their learning. These are written or using observation software, Evidence Me. Staff in the EYFS spend quality time observing, engaging and moving on the children in their care.



Alongside child lead and child initiated learning, Nursery and Reception classes follow an overall topic each half term. Themes within these topics reflect the world around us, giving staff many opportunities to draw attention to significant events. Core books are carefully chosen and explored throughout the year, children will become familiar with a range of stories and authors.



EYFS statement

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The environments in Nursery and Reception are arranged so that children can access all resources themselves and are encouraged to do so. They have joint ownership of the space and we notice that children play and explore confidently and effectively when they are able to make their own choices.

*‘When children are allowed to select where, with what, and how to play, they are truly invested in their play, they become deeply involved and make dramatic progress’.*

*(Anna Ephgrave (2018) ‘Planning in the Moment with Young Children’)*

Children are brought on in their learning by adults engaging meaningfully, looking for next steps and areas of development. The children’s interests and motivation are at the heart of all that we do. Adults across the phase challenge the children’s thinking in a range of ways by their interactions with them and resources provided.

In Reception class we deliver phonics, literacy and mathematics skills through a variety of whole class, group and individual teaching sessions. The timetable is arranged to ensure children have a balance of input and also plenty of time to explore the environment independently and with their peers.

Parental involvement is important to us, especially within the EYFS. Families can provide key information about their child’s development and form an important role in completing the EYFS profile by the end of the Reception year.

Working in partnership with your child’s class teacher is extremely beneficial to everyone.



EYFS statement

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### Impact

We are proud of how confident and independent our young learners are. The children flourish and thrive when given the autonomy to express themselves. We place a strong emphasis on the Characteristics of Effective Learning (EYFS framework) and enjoy seeing children develop perseverance, problem solving skills and pride in themselves when they accomplish new challenges.

Children are equipped throughout the EYFS phase with many key skills and experiences through a combination of child lead activities and expert adult inputs/interactions. Children at Reay leave the Reception year ready and excited to move onto further learning, fun and exploration in KS1.

