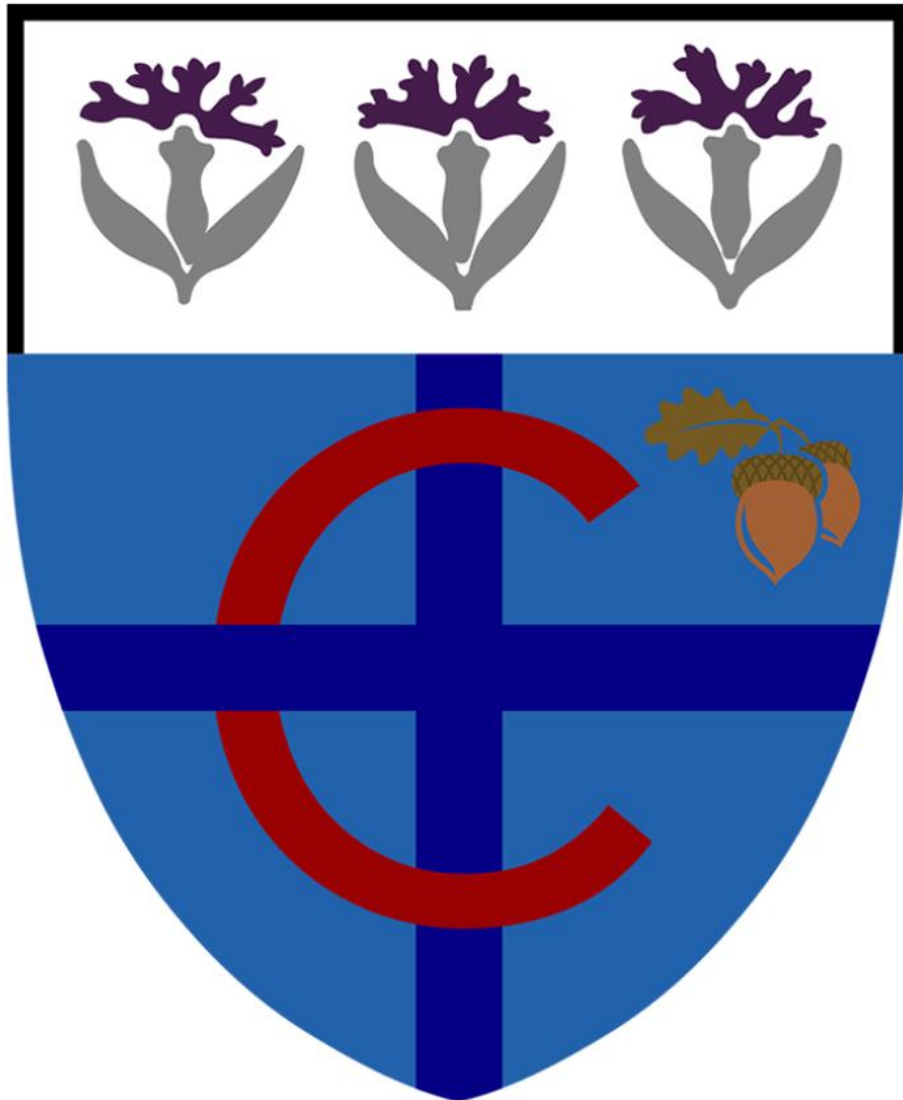


# Bishop Chavasse

Church of England Primary School



Early Years Foundation Stage

*Wisdom*

*Honesty*

*Compassion*

## What is our curriculum intent for children at our school?

At Bishop Chavasse Church of England Primary School, the intent of our Early Years Foundation Stage (EYFS) curriculum is to provide all children with the foundations of knowledge and skills that can grow in wisdom during their school journey. Our curriculum is a topic-based curriculum that is planned and sequenced, focusing on deepening their learning as they move across the year groups. Our curriculum is focused around the needs of each and every child. Our detailed assessments that are carried out across the year means teaching and learning can be adapted so that progress can be made. We provide children with a stimulating environment, allowing them to become independent and curious in all areas of their learning and to be immersed in a language rich environment, which is essential to making sure progress is being made.

## How do we implement our curriculum intent?

Our EYFS curriculum ensures meaningful learning takes place, providing opportunities for all children to become self-sufficient, resourceful and engaged learners. Our day consists of adult-led, adult-initiated and child-initiated learning. We understand how children learn best through play and this means all areas of the curriculum allows chances for this to happen. Activities to support phonics and maths are done through practical, play-based ways, which inspires all children to challenge themselves further. Across the year, we are supporting the children to take responsibility for their own learning and growth through our child-initiated time 'Rainbow Learning'. By the end of EYFS, all children will remember and will be able to confidently talk about the 'Characteristics of Effective Learning' and they will be able to talk about their play through our 'plan, do and review' time.

We aim for the children to become active learners, who take ownership of their learning through thinking about how they can challenge themselves in their play. The 'Characteristics of Effective Learning' underpin and support children with their learning in order for it to be meaningful and stimulating. As a team, all adults understand the ways in which we can support children with their play, focusing on the differences between adult interaction and interference.





### What is the impact of our curriculum?

The **impact** of our intent will be:

- All children will make excellent progress in all areas of learning including becoming confident readers and being able to complete tasks independently.
- Using the Early Years Statutory Framework and Development Matters, children will be achieving most or all the Early Learning Goals for the end of EYFS. This will allow them to make firm foundations where the goals and achievements that they make will prepare all children for the transition to Year 1.
- All children will be confident and independent learners both when in EYFS and for their transition to Year 1, inspired by their learning environment and curriculum.
- All children will obtain 'broad knowledge and skills that provide the right foundation for good future progress through school and life' ([EYFS Statutory framework, 2023](#))
- Children will be immersed in stimulating and meaningful learning experiences that they will remember for the rest of their lives. All children will experience Forest School learning, focusing on the importance of resilience. First hand opportunities through topic-based learning will give all children a range of different experiences that are new and exciting such as meeting a range of key workers who help our community and understanding how they are look after their environment.

We believe it essential that staff receive high quality CPD (continuing professional development), to ensure we are developing our knowledge and skills in how to support our children to achieve the very best they can. Currently as a team we are studying the book '*Interacting or Interfering*', which is supporting us to ensure our interactions with the children are of the highest quality.

### Key features of our practice

**Adult-led learning** - Practitioners focus the children's thinking

Examples:

- Carpet time learning (Phonics, Maths, RHE, RE, Topic activities and Story Time)

- Small group work, for example guided reading.

### Adult-initiated learning – practitioners extend children’s thinking

Examples:

- Exploring time table top challenges
- Exploring time outdoor challenges



### Maths Challenge



- How many different ways can you arrange 2 cubes?
- How many different ways can you arrange 3 cubes?
- Does the number change for 4 and 5 cubes?
- How can you prove it?
- What happens if you rotate the shape?
- Have you made that arrangement already?

### Child-led learning – practitioners follow children’s thinking

Examples:

- ‘Rainbow Learning’, which is completely child-led. Children follow a ‘Plan, Do and Review’ cycle during each afternoon session, developing and challenging their own learning ideas and interests.

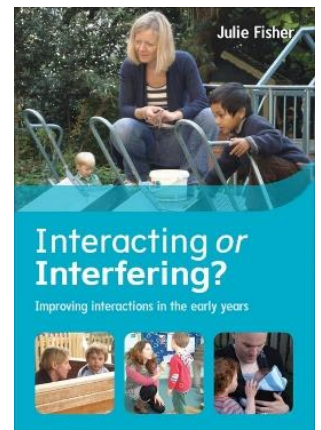
### Child-led Learning

- Often spontaneous and frequently unpredictable
- The three Ws:
  - WAIT
  - WATCH
  - WONDER

Julie Fisher explains the importance of following the three Ws, to ensure that practitioners are supporting and providing high quality interactions, rather than interrupting and interfering with learning.

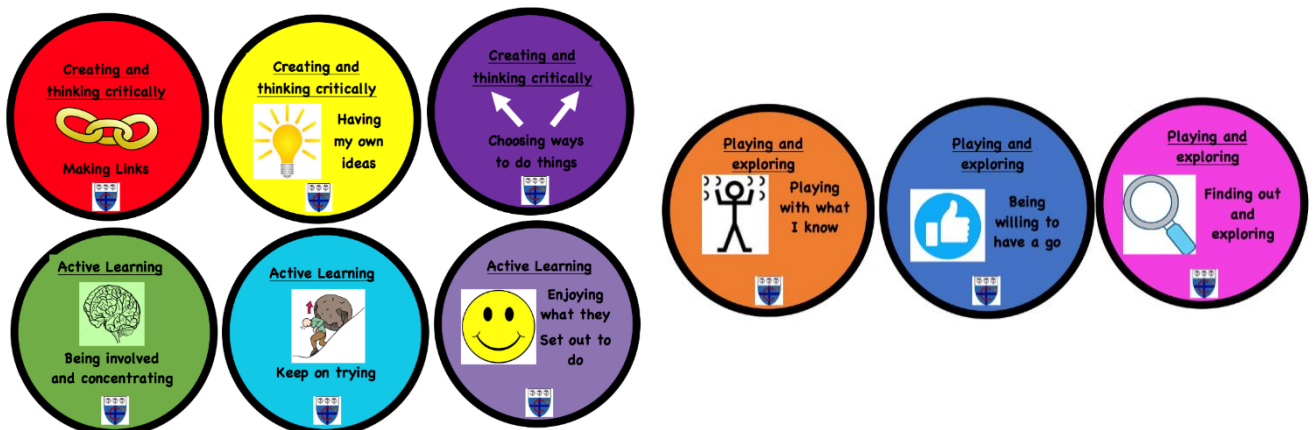
We work hard to ensure we follow this structure in our setting.

Observing a practitioner waiting, watching or wondering may appear like their impact is of little value to the child/children, but it is essential to understand the learning that is taking place, before jumping in to interact.



### The Characteristics of Effective Learning

The children have created actions to help them remember each characteristic. During ‘Rainbow Learning’ the children challenge themselves to develop particular characteristics they feel they need to develop.



## Questions that work to support adult-initiated and child-led learning experiences

- **Showing interest/Clarifying**
  - *'So, it sounds as though you live in the roof?'*
  - *'Did Matilda go to the party then too?'*
  
- **Pondering**
  - *'I wonder where bubbles go when they pop?'*
  - *'I wonder if the bear felt better when the light came on?'*
  
- **Posing possibilities**
  - *'Maybe you need to find something for Johnny to stand on?'*
  - *'Do you think another block might help keep it steady?'*

As a team, we work hard to ensure that the questions we use to support the children's learning are impactful.

***We want to inspire critical thinkers, who can work things out for themselves, who find solutions to problems, who use their initiative.***

To support the children to become independent learners, who take ownership of their learning, we are developing their learning environment to ensure that the children can access resources independently.

























## How do we support children's wellbeing and mental health?

Your children's wellbeing and mental health is incredibly important to us. We support children in a range of different ways to promote positive well-being and mental health. One of the most effective ways we support children is by using the 'Zones of Regulation' to help all children understand their feelings and emotions. This visual tool helps all children to communicate how they are feeling, which enables us to provide additional support when needed.

Every morning the children self-register by putting their named lollipop stick in the coloured pot that best matches how they are feeling. Sometimes it is not obvious when a child is feeling sad, angry or upset. Some children don't always present these feelings in physical ways.

The children at our school know that we are always here for them and that we will give them the time they need to express their thoughts and feelings.

# Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
 Blue Zone	 Green Zone	 Yellow Zone	 Red Zone
 Sad	 Happy	 Frustrated	 Angry
 Sick	 Calm	 Worried	 Terrified
 Tired	 OK	 Silly	 Yelling
 Bored	 Focused	 Excited	 Mad
 Moving Slowly	 Ready to Learn	 Loss of Some Control	 Out of Control