



Millhouse Primary School

EYFS Intent Statement

Intent

At Millhouse Primary School we want children to develop into confident individuals, who are happy, healthy and life-long learners. We want to harbour their natural thirst for learning to enable them to reach a 'Good Level of Development' set out by the Department for Education for the end of the foundation stage.

We support children in Foundation 2 to have a good start to school and to achieve the ability to: communicate confidently and clearly with peers and adults; to de-code and read age appropriate texts; apply their phonic skills in their writing; to confidently work with numbers to 20 and use their mathematical knowledge of shape and measure to talk through problem solving.

We also want our children to be friendly, kind and respectful of one another and have the independent skills to resolve any conflicts that may arise in a positive manner through the conflict resolution approach.

We want our children to be adventurous problem solvers, who rise to different challenges, demonstrating resourcefulness, resilience, team work and reflectiveness with the support of our BLP characters. We encourage children to celebrate others' achievements as well as their own.

Most importantly we want all children to enjoy every school day, feel happy and safe and thrive in their first year of full time schooling.

Implementation

As a maintained school we follow the Early Years Framework and Development Matters to underpin teaching and learning as children work towards the achievement of a Good Level of Development by the end of the Foundation Stage. We recognise that children are all unique and will develop at different rates. Close monitoring and playing alongside the children, enables us to know what works best for each individual and to tailor the learning and support to ensure all children achieve.



We establish strong relationships with parents through workshops and welcome meetings to ensure they know how best to support their child but also each other. We use Early Essence to document children's progress and parents can access and contribute to this themselves. Regular 'talking points' or 'challenges' are used to support and guide parents along the learning journey their child makes.

The learning environment in FS2 enables children to access a range of learning opportunities that are linked to topic themes. The majority of learning activities in FS2 are practical, provision based, both indoors and out.

Our quality indoor provision includes:

- Malleable area (playdough, clay, plasticine, baking)
- Craft
- Painting (water colours and poster paints. with access to different sized brushes, printing objects, and other mark making tools)
- Maths (we provide both a number based shelf with 'Numicon' and a Shape, Space and Measures shelf, ensuring a broad and balanced maths curriculum)
- Construction Area (with a range of resources including wooden block play, Duplo, young engineers)
- Home Corner Role play (regular enhancements to engage and excite learning in a home based context)
- Small World (changed and developed with the children to generate oral story telling)
- Writing Area (readily stocked with a range of exciting mark making resources and different paper and pads to encourage independent sharing of their mark making skills.
- Computers and Ipads, along with access to Bee bots for control and audio boxes to record messages.
- Book corner (with beautiful current texts that are chosen by staff and children. Regular visits to the book shop with chosen children ensure up to date interests are regularly accessed.)



Pupils have continuous access to the outside area during self-directed learning time. Outside learning opportunities include:

- Large water area (with a water wall to encourage problem solving - guttering and tubes, funnels and stands as well as buckets, ladles small plastic water animals).
- Super hero writing den (with capes and clipboards to encourage writing)
- Potions lab (encouraging children to make amazing concoctions using freshly grown herbs and petals from the growing area).
- Sand Area (large scale digging).
- Music wall and stage.
- Bikes and balance equipment.
- Reading tree with amazing hanging seats to encourage children to get lost in books.
- Large wooden blocks and crates for large scale building and den making.
- A new addition of a canopy has enabled an outside maths resource area and additional messy play mark making areas.
- A new climbing area and multipurpose surface enables children to develop gross motor strength and communicating skills.

Activities in provision are matched with the curriculum topic to enable core skills to be developed ensuring the children are ready to access the wider curriculum in Key Stage 1.

There is daily focussed teaching for English and Maths. Whole class input is followed by small group work with the Class teacher.

Communication is key to learning and we regularly assess children's language use and comprehension through the use of the Wellcomm program. Targeted children then access additional support to ensure they catch up. Adults regularly support children within provision developing oracy and a love of communicating.

As soon as children start at Millhouse Primary School, they are taught to read through the use of the Floppy Phonics scheme. Children learn to hear, say, read and write letter sounds in a pre-cursive manner. Children take home a decodable book and library books of their choice to share and read. High Frequency words are taught progressively ensuring children are able to spell accurately and read age appropriate texts.



We are passionate about reading and want all of our children to love reading. We encourage this through an environment that is rich with exciting texts, daily story time and a weekly visit to the school library. Children have dedicated reading buddies from the first day they visit. These friendships are fostered throughout their school life.

We use 'dough disco' as in early intervention to strengthen children's fine motor skills to underpin their handwriting.

Maths concepts are taught thoroughly with children having opportunities to revisit, consolidate and extend learning throughout the year. We follow the 'White Rose Maths scheme ensuring depth and breadth of the Maths curriculum. Within provision, children have opportunities to apply their maths skills practically and their language is developed through directed questioning.

Impact

Children enjoy school. They are eager to share their learning. They enjoy new experiences and rise to challenges. They understand that by working hard they will learn new skills and feel confident. The majority of children achieve a Good Level of Development.

Useful documents/ information:

Development Matters

<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Early Years Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

What to expect, when?

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf



Additional Websites:

Early Essence portal:

<https://www.primaryessence.com/millstone>

National Trust, 50 things to do before your 11 ¾

<https://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list>

Book Trust: Books to read if you are 5.

<https://www.booktrust.org.uk/booklists/g/great-books-guide-for-children-4-5-year-olds/>