

## **EYFS Curriculum Information**

Here in Reception we love the sense of the unknown. Each day we are unsure of where the day will go, or exactly what learning will happen resulting in a sense of excitement and anticipation throughout the day. Children's interests are very much 'in the moment' and this is why here at Boughton we very much teach in the moment and our planning is spontaneous. Planning in the moment is all about capturing the moment for children to progress based on what the children are already deeply involved in. From this the teacher/ practitioner is able to see the 'teachable moment' from the child's perspective and know when to intervene and when to stand back and observe. It is all about capturing the moment of engagement and running with it to make sure the children progress. With this in mind, children can be involved in a range of activities from being footballers to builders, from tigers or dragons to mums/ dads/ babies and many more! Children become completely absorbed in what they are doing, and are aware that their play could take any turn as teachers/ practitioners and the environment facilitate and support their learning.

### **The teachable moment**

From the teachable moment the child feels valued, interesting, important, capable and able to learn as well as gaining knowledge, skills and understanding therefore making progress in one or even several areas of the Early Years Curriculum. The teacher/ practitioner is able to gain a good understanding of the child's knowledge, skills, attitude, understanding and progress.

### **Planning on paper**

This way of working means that all written planning is in the moment (there is no forward planning) Each teacher/ practitioner records what they have done to help the children progress each day through their 'next steps' and these are recorded on the planning sheet and in the children's observations. Phonics, Maths and PE are still taught either daily/ three times a week or once a week using weekly plans. The school uses the 'Jolly Phonics' phonics programme. When planning this way, time is used at the end of each session (morning and afternoon) to give children an opportunity to talk about what they have learnt, consolidating their knowledge.

### **Observations**

All observations made of the children are based on quality interactions between children or children and teacher/practitioners. They include any teaching that has taken place or progress that a child or group of children have made. All teachers/practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using 'I wonder...' statements E.g. 'I wonder if...', 'I wonder what...', 'I wonder how...'. We feel that this approach to questioning is a lot less pressurising and allows the children to open up more readily.

### **How do we ensure coverage of the EYFS curriculum?**

Our planning sheets have a table with each one of the Early Years areas identified. At the end of each week from the iPad observations and planning sheets the teacher/ practitioner ticks off which areas each child has covered and therefore any gaps can be filled the following week (as a priority area in teachable moments).

### **Parental Involvement**

All observations carried out using the iPad are emailed to parents via Tapestry (our online learning journey). Parents are able to upload any observations of 'wow moments' of their child(ren) at home also. Instead of having focus activities, each week there are three focus children. The Friday before the children are a focus child, each child takes home a letter to parents explaining this. Each child is a focus child once per term, three times a year, thus resulting in parents having the opportunity to contribute and consult with us in a structured way each term.

### **Focus Children**

During each child's focus week (three a year) they will noticeably have more observations uploaded to Tapestry on which quality interactions and learning experiences are recorded. These make up their learning journey.

### **EYFS Curriculum**

Please find attached 'What to Expect, when?' document. This document details each of the seven areas of the Early Years Foundation Stage and what is expected of each child developmentally depending on how many months old they are. It also details the Early Learning Goals which outline the level of learning and development that children are expected to have reached by the end of the Reception year at school. This document is also very useful to support your child's learning at home as it details at the beginning of each age band, what you can do at home to support your child's learning.