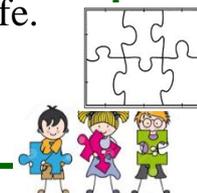


EYFS Intent & Mission Statement

Our Early Years Foundation Stage at Millfield LEAD Academy has core beliefs for your child's time with us that make up our school 'intent'

We intend to develop children from a holistic point of view and foster a love of learning within them through play so that they have the best possible start in life. We want form happy, confident and well-rounded children who have a natural desire to learn. We consider all areas of the EYFS to be important and valued.



'The goal of early childhood education is to activate the child's own natural desire to learn.'

Maria Montessori

We believe that learning should be fun, engaging and suitably challenging.

Play underpins the delivery of the EYFS here at Millfield LEAD Academy and we understand that children learn best through practical, hands-on experiences and interactions with their environment. It provides children with opportunities to consolidate and extend skills and concepts learnt.

'Play is the highest form of research.'

Albert Einstein

We aim to nurture pupils and prepare them for a successful future. Helping them be ready for their transition into Year 1, their journey through school and beyond. Everything that is planned is carefully thought about in terms of developing the 'Characteristics of Effective Learning' which are the qualities needed to succeed.



We believe 'children have a right to an excellent provision, in a stimulating learning environment, which enables them to develop their personalities, talents and abilities to their full potential irrespective of their ethnicity, culture, family background, disabilities or gender.' *Development Matters 2014*

We believe in home-school partnerships as the best way of really having a full picture of your child and seeing them reach their full potential. We aim to ensure all children are happy and secure in a safe and stimulating environment.



We aim to develop independent children who are curious about the world around them and who show creativity, resilience, focus and critical thinking in their approach to excellent learning challenges.

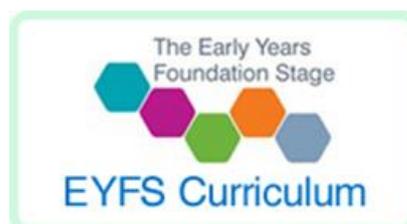
What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the stage of development (education) from birth to the end of Reception Class – which is the year children turn 5.

It is based on the recognition that children learn best through play and active learning. When ready, children will be introduced to more formal learning through small group adult-led activities.

The EYFS is based on 4 themes:

1. The Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development



The Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Children mature in every area of development at their own pace and in their own individual ways.

Positive Relationships

Children's learning is helped when they feel safe and secure and when their parents/carers, and the people in the settings they attend, work together to ensure that the child's needs are met.

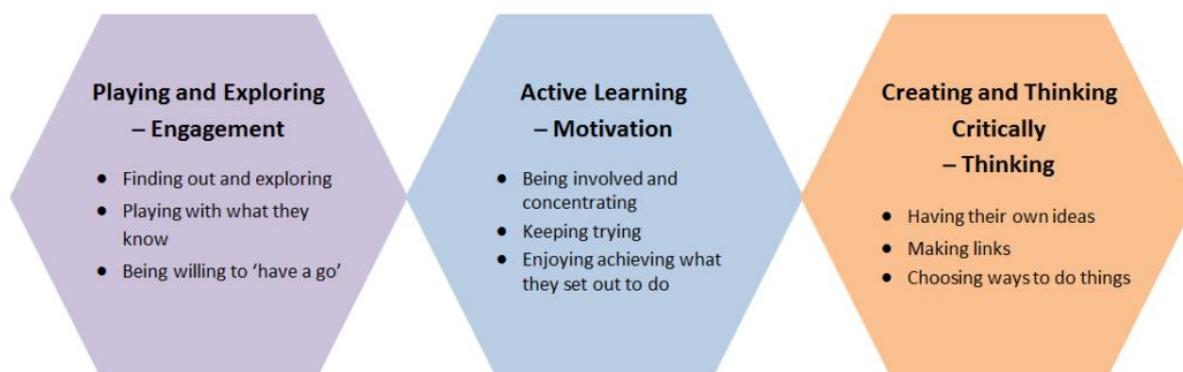
Enabling Environments

An enabling environment can contribute greatly to supporting children's learning and development in the early years. An enabling environment is about providing a setting in which children can play, explore and learn in a safe, caring and supportive space.

Learning and Development

Children develop and learn in different ways and at different rates. The EYFS learning statements are split up into different age bands. Learning and development occurs best when all the previous things mentioned are securely in place.

In addition to this are the Characteristics of Effective Learning which are a key element of the early years foundation stage. They detail the ways in which children should be learning from their environment, experience and activities. Children up to the age of five should all be displaying these characteristics every day. These underpin all planned activities and are the qualities that we hope to develop in all our children in order to see them grow into well-rounded and confident learners in Foundation Stage and beyond.



The Early Years Foundation Stage is divided into 7 areas of learning. All areas of learning and development are important and inter-connected. The areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Prime Areas of Learning

-
- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

Specific Areas of Learning

Within these 7 areas of learning are 17 different aspects that the teachers report against to say whether the children have reached the ELG (Early Learning Goal).

Communication and Language

CL is divided into two areas of development:

- **Listening, Attention and Understanding**
- **Speaking**

Physical Development

PD is divided into two areas of development:

- **Gross Motor Skills**
- **Fine Motor Skills**

Personal, Social and Emotional Development

PSE is divided into three areas of development:

- **Self-Regulation**
- **Managing Self**
- **Building Relationships**

Literacy Development

LD is divided into three areas of development:

- Writing
- Word Reading
- Comprehension

Maths Development

MD is divided into two areas of development:

- Number
- Numerical Patterns

Understanding the World

UW is divided into three areas of development:

- The natural world
- Past & present
- People, Culture and Communities

Expressive Arts and Design

EAD is divided into two areas of development:

-
- **Being Imaginative**

The curriculum for the Reception Class child

Your child's initial learning will be based on the objectives for the Early Years Foundation Stage curriculum document. Children who have attended the nursery or other FS1 settings will have already been working to the objectives set out in this document. This provides and ensures continuity between Nursery and Reception. Your child's teacher will use information recorded by Nursery practitioners to develop your child's learning.

Reading

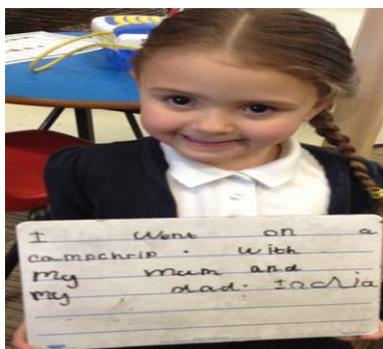
Not all children learn to read at the same time. We need your help at home to support the learning taking place in the classroom. When your child comes home with reading books, you can help by:

- Read every day with your child so that they have a love for books and stories.
- Make sure you are both relaxed as nobody can learn when they are stressed. Remember reading should be for enjoyment.
- Take time to look at the pictures and use them as clues to the text.
- Re-read sentences so that they make sense – fluency is important.
- **Ask questions** to make sure that their comprehension level (understanding) matches their decoding level (ability to read words).
- Try reading a page each as some children find it a chore and don't want to.
- Look for simple words in the environment that your child can read.
- Praise them and encourage them and realise when they are tired, struggling or not in the mood.
- Help your child learn the sounds that come home and keep practicing them!
- Write to us in the home school diary so we can see how the children are getting on each day.



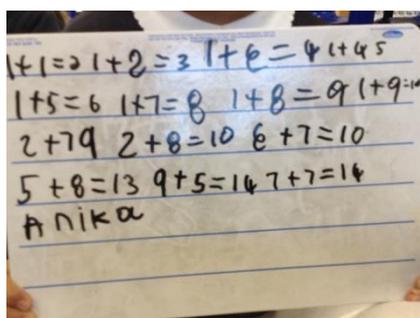
Story Scribing & Writing

In Reception, children will have the opportunity to write sentences with an adult. To begin with, children will sit with an adult and the adult will scribe what the child is saying, stopping to allow the child to write any sounds / words learned in class. We also encourage emergent writing to develop children's independent skills and the application of sounds (graphemes) learnt in their daily phonic lessons. As the year progresses, children learn to compose their own sentences, sound out unfamiliar words to build a sentence, use finger spaces and full stops, and spell some HFW (High Frequency Words) correctly.



Mathematics

This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculation (simple addition and subtraction problems); and to describe shapes, spaces and measures. In the Early Years, we have adopted the mastery approach to teaching mathematics. The children are separated into four smaller groups and will learn each number to 10 thoroughly over two weeks. Learning to count with understanding is a crucial number skill, but other skills, such as perceiving subgroups, need to develop alongside counting to provide a firm foundation for number sense. When children have daily, long-term opportunities to work (and play) with numbers, it supports future growth in their mathematical thinking, confidence, and enthusiasm about mathematics.



Phonics

We follow the 'Letters and Sounds' phonic document produced by the DFE and children have 20 minutes teaching of phonics every day. Synthetic phonics is an essential part of teaching reading and writing in the Early Years. Phonics is a way of teaching reading that begins with teaching the letter- sounds correspondence and then moves on to blending the sounds together e.g. m-a-t would be blended together to make the word mat. You will be amazed at the pace your child learns the initial sounds, blends and digraphs. You will be even more amazed at how quick lots of your children will suddenly be able to read and write as a result of linking letters to sounds.

We will organise a reading/phonic workshop for parents to help support your child's reading development during the autumn term.