

# Penryn Primary Academy

Treverbryn Rise, Penryn, Cornwall, TR10 8RA

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www.penrynprimary.org

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## The EYFS Curriculum at Penryn Primary Academy

In the Early Years Foundation Stage at our school our curriculum is based on the Early Years Curriculum as laid out in the document 'Development Matters'. It is based on the following 4 principles:

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

And covers 7 areas of learning:

Prime Areas	Personal, Social & Emotional Development	Specific Areas	Literacy
	Physical Development		Mathematics
	Communication & Language		Understanding the World
	Expressive Arts & Design		

The Prime Areas are the most important part of a child's learning in the EYFS as these are essential for future development and learning in the Specific Areas. Our planning for the curriculum is flexible and is based on children's needs and interests.

Our intent:


1. to enable children to foster positive relationships with their peers and adults who care for them.
2. to provide children with the tools to become effective communicators
3. to create happy learners who are confident, curious, resilient, and independent in their environment
4. to nurture firm foundations for children to take their next steps within our school

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Registered Office: Aspire Academy Trust, Unit 20, St Austell Business Park, St Austell,  
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## Implementation:

1. As an accredited Trauma Informed Schools UK provider, PSED is at the heart of our curriculum. In Nursery it is embedded by daily, moment by moment delivery. Our youngest children are supported to gradually separate from their main carers and become interested in their peer's play, sometimes joining in. We encourage them to express their own likes, dislikes and interests and to gradually become aware of those of others, eventually beginning to form friendships and to feel safe and confident within the setting. Clear rules and routines are introduced and turn taking and sharing clearly demonstrated and reinforced. Through stories, rhymes, topics and modelling, children experience the language of emotion and they begin to express their own feelings such as sad, happy, cross, scared & worried.

Children enter Reception from a diverse range of previous settings and much of what is taught in Nursery is the basis for the beginning of the reception year. In order that all children settle quickly and become emotionally ready for learning our transition programme has been carefully planned and thought out. We visit children in their previous settings and set up several 'stay and play' sessions during the previous summer term for the children to visit us. Children have a carefully planned, entry into school, gradually building in different parts of school day. Our focus for the first term is on the child, their family, friends, interests and things that are important to them. We also introduce our rules and reward systems. PSED is taught through planned direct focus activities in whole class sessions, through continuous provision and in unplanned teachable moments. As the year progresses we look at: things that are important to other people, the impact of our actions on others, valuing similarities and differences and being a good friend. We gradually move away from the familiarity of the reception classes to explore the wider school community and our local area as children's confidence grows. During the summer term activities are planned to encourage children to develop positive relationships with their new teachers, helping them to adapt to changes in routine and to become confident in new situations. They are encouraged to be more independent in their learning.


Sometimes children will need a more tailored approach to this aspect of the curriculum and they will be supported, according to their individual needs, by our EYFS qualified TIS practitioners.

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2. Throughout the EYFS we develop children's communication and literacy skills through:
- Focused, daily teaching of systematic phonics from the first week, using Read Write Inc.
  - Modelling correct spoken language at all opportunities
  - Using songs and rhymes
  - Using stories
  - Playing vocabulary development, rhyming and listening games
  - Repetition and extension of children's speech
  - Modelling talking through thought processes for different activities
  - Making children aware of, and providing opportunities for them to practise, good speaking and listening in individual, group or whole class activities
  - Providing provocations and enhancements to help develop questioning, prediction and explanation skills e.g. a cooking activity or a topic display
  - Providing photographs and learning journey displays that encourage children to talk about remembered experiences
  - Introduction of new words connected to topics, our environment, first hand experiences, trips, continuous provision areas and subject specific vocabulary e.g. maths and literacy
  - Providing role play experiences
  - Playing alongside children to help develop narratives in their play introducing words such as *first, last, next, before, after, all, most, some, each, every*.
  - Using Makaton signs alongside spoken language, when appropriate
  - Valuing all children's contributions.
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Sometimes children will need additional support and this is done through teacher / teaching assistant intervention activities based on individual or group needs. Programmes are sometimes specified by a child's speech and language therapist. Practitioners also use Time to Talk and ELKLAN programme activities.

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3. Our continuous provision across the setting is planned to *create happy learners who are confident, curious, resilient, and independent in their environment*. It is well thought out and is based on the 'Early Excellence' model. EYFS staff have received training from Early Excellence through the Aspire Academy Trust and Early Excellence staff have visited the setting.

Each area of provision is designed to provide learning opportunities across all 7 areas of the curriculum ensuring an accessible broad and balanced learning opportunity. The provision is truly continuous i.e. the resources are there for the whole year. At the beginning of the year children are taught how to access and use a limited range of equipment in each area and this is gradually added to. Adults are made aware of opportunities for learning and possible next steps and these are recorded on continuous provision planning sheets. Children can access the provision at many different levels depending on their next steps. Children's learning is recorded using an online learning journal – Tapestry. This is then reviewed to plan next steps, future topic plans and to identify any gaps in provision.

Our long term topics have the broad headings:

- Me, My World & Space
- Moving & Growing
- People & Places

Each half term's plan is decided to reflect the needs and interests of the cohort. We supplement our continuous provision with enhancements and provocations to stimulate children's learning.

During the course of the year adults also observe how well children demonstrate the following characteristics of effective learning:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our children are introduced to these through our dinosaurs – Tryosaur, Explorasaur and Thinkasaur, collectively known as The Achievosaurus, at stages through the year.


Our curriculum is enriched through weekly Forest School sessions, daily outdoor learning provision, visitors to school and trips to provide first hand experiences, specialist music teaching, swimming & PE sessions (as appropriate).

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4. We ensure that children have *firm foundations for children to take their next steps within our school* by balancing our continuous provision with direct teaching in all areas of the curriculum. This is done either through topic work or in discrete subject teaching e.g in literacy or maths. In line with the rest of the school we use the following as a basis for our teaching:

- Read Write Inc
- Talk for Writing
- White Rose Maths

Developing early reading and a love of reading is one of our main priorities, starting from day one. Children are read to several times a day and books are chosen: to match topics, events and interests; concentrate on a particular skill e.g. rhyming; because they are familiar authors e.g. Julia Donaldson or traditional tales etc. There are reading opportunities throughout the setting with books, labels, posters and signs evident in continuous provision areas. Read Write Inc. is taught daily and skills are followed up in our daily reading sessions with teachers and teaching assistants. Reading books are closely matched to children's Read Write Inc. levels and are sent home along with high quality storybooks for families to share. Throughout the year we offer support to parents through information evenings, workshops and individual meetings.

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