



William Barnes Primary School

Early Years Foundation Stage Subject Statement

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching. Education is for all, not the few as all children have the right to be the best they can be. At William Barnes, we aspire to foster a love of learning alongside the development of the well-rounded child.

Preparing Children for Life

We believe that we are preparing children for successful futures. We aim for them to be independent thinkers, confident, interested learners and global citizens, equipped to live, work in and contribute to society.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships;
- High-quality feedback that moves their learning forward;
- Appropriate support to overcome specific barriers that they may face.
- Routines that provide consistency and stability throughout the school day.
- Children are able to be curious about different areas of learning.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible with a vocabulary rich curriculum and school experience.
- Academic and pastoral experiences serve to enhance

Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or procedural (to know how to).
- Both these forms are important and that declarative knowledge is turned into procedural knowledge through action and the act of practising and applying.
- Skills can be procedural knowledge as a result of the application of declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

Parents and carers

Evidence shows that *“Parental engagement has a positive impact on average of 4 months’ additional progress.”* (EEF) Parents and Carers are a vital part of the learning process at every step of a pupil’s journey through our school therefore we work together with families to support their children’s learning.

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)



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INTENT

Vision and Mission

At William Barnes the EYFS policy operates within the wider context of the school vision and mission statement

Current Practice

Teaching and Learning Overview

The 2021 Statutory Framework for the Early Years Foundation Stage (EYFS) must be followed in every EYFS classroom. Teaching is in line with the recommendations of the EYFS 2021 and any revised additions henceforth.

EYFS applies to children from birth to the end of the Reception. At William Barnes Primary School, children join at the start of the Reception year, in which the children turn 5 and complete the foundation stage. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four guiding principles which shape practice:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing

There are 3 prime areas:

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

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

- Mathematics
- Literacy
- Understanding the World



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- Expressive Arts and Design

Aims and Objectives

During the Reception Year we aim to:

- Provide an environment that is safe, happy, caring and sharing, stimulating and challenging which will foster high self-esteem and positive attitudes to school and learning.
- Develop children's confidence and ability to express their own thoughts, ideas and feelings and to communicate them clearly to others, knowing that everyone can feel safe, secure and valued.
- Provide a curriculum that is broad, balanced, purposeful, relevant, creative and connective so developing firm foundations for future learning.
- Provide opportunities for children to experience and engage in a challenging and exciting programme of learning and development through planned, purposeful play activities in all areas of learning.
- Provide children with opportunities to learn both inside and outside.
- Encourage children to work independently, to make choices, enable decision-making and develop a sense of self-reliance.
- Establish strong links between home and school. Creating a partnership with parents/carers.
- Provide a rich, varied and planned learning environment that encourages children to develop their skills and abilities to their full potential.
- Provide a planned and well-resourced continuous provision that develops over time and increases in challenge.

IMPLEMENTATION

How We Teach

Statement of Current Practice

- **Key People:** At school, the key people are the Reception teachers and teaching assistants. Their role is to meet the needs of all the children in their care and respond sensitively to their feelings, talking to the parents/carers and working in partnership with them. This enables close attachments between children and practitioners. Attachment provides security so that children can become confident, independent and capable young learners.



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- **Home School Links:** At William Barnes we operate 'Open Door Policy', staff are happy to discuss with parents/carers about their child's welfare and learning before or after school. Parents/carers are invited to termly consultation meetings. Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school (green welcome pack) and available on the school website. We also host family learning weeks for parents to come and see the learning taking place and to work with and support their child. Parents are also invited to join the class for phonics sessions, offered on a few occasions throughout the year.
- **Floppy Phonics:** The school follows a systematic approach to teaching phonics with a clear progression. The reading scheme is closely matched to the stages in the phonics scheme.
- **Induction into School:** Prospective parents/carers are invited to an initial open afternoon/evening and advised to see the school in action. In the Summer Term, the children are invited to attend several transition afternoons to familiarise themselves with the environment and get to know the staff and other children.
- **Transition to Year One:** During the Summer term, the children visit their new class for several transition afternoons and a morning to work with their new teacher and become familiar with the new classroom and routines.

Planning

- The curriculum will be planned, and delivered by the Early Years Co-leaders and experienced Teaching Assistants following the Early Years Foundation Stage (EYFS).
- The Cornerstones Curriculum is used to plan purposeful child initiated and adult planned activities dependent on the specific needs of the children and the developmental stages.
- Throughout the year there are mini topics, which are initiated by the children and their interests.
- Children are primarily taught Maths using White Rose Maths and supplemented by activities and lessons from the Numicon Programme.
- Discrete sessions of phonics are taught daily using the program Floppy Phonics by Oxford Reading Tree. Please refer to the English Policy.



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- When teacher planning what children learn, the three characteristics of effective teaching and learning are applied: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Reading/Vocabulary/Oracy

At William Barnes School, we believe reading is the foundation for all learning. The children have many opportunities throughout the day to develop reading skills, comprehension and the love of reading and sharing books. Developing the use of and understanding vocabulary happens constantly during continuous provision, reading times and adult led learning.

Programmes such as NELI (Nuffield Early Language Intervention) and Sound Gym are implemented as required to accelerate the children’s speaking and listening skills and developing comprehension.

Support

- The EYFS Leaders attend updates and meetings regarding the EYFS current practise
- EYFS leaders meet once a term with HT/SLT.

OVERVIEW

Curriculum Areas	Autumn Term	Spring Term	Summer Term
<p>Communication and Language</p> <p>Listening and attention-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>-Understand how to listen carefully and why listening is important.</p> <p>-Learn new vocabulary.</p> <p>-Ask questions to find out more and check they understand what is being said to them.</p> <p>-Develop social phrases.</p>	<p>-Connect one idea or action to another using a range of connectives.</p> <p>-Describe events in detail.</p> <p>-Use talk to help work out problems and organize thinking and activities and explain how things work and why they might happen.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>-Listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>-Use new vocabulary in different contexts.</p>



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<p>Speaking- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>-Engage in story-time.</p> <p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to songs and rhymes. Paying attention to how they sound.</p> <p>-</p>	<p>-Retell a story, once they have developed a deep familiarity with the text.</p> <p>-Learn rhymes, poems and songs.</p> <p>-Engage in non-fiction books.</p>	
<p>Personal Social and Emotional</p> <p>Self regulation- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self- Be confident to try new activities and show independence, resilience and</p>	<p>-Build constructive and respectful relationships.</p> <p>-Manage their own needs.</p> <p>-Express their feelings and consider the feelings of others.</p>	<p>-Show resilience and perseverance in the face of challenge.</p> <p>-See themselves as a valuable individual.</p>	<p>-Identify and moderate their own feelings socially and emotionally.</p> <p>-Think about the perspectives of others.</p>



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<p>perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others needs.</p>			
<p>Physical</p> <p>Gross Motor Skills- Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show</p>	<p>Refine and revise the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>-Combine different movements with ease and fluency.</p> <p>-Further develop the skills they need to manage the school day successfully: -lining up and queuing – mealtimes personal hygiene.</p>	<p>-Develop overall body-strength, balance, co-ordination and agility.</p> <p>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Develop confidence, competence, precision and accuracy when engaging in</p>



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<p>accuracy and care when drawing</p>	<p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>-Progress towards a more fluent style of moving, with developing control and grace.</p> <p>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>-Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing</p> <p>- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian.</p>	<p>activities that involve a ball.</p>
<p>Literacy</p> <p>Comprehension- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in</p>	<p>-Read individual letters by saying the sounds for them.</p> <p>-Blend sounds into words, so that they can read short words made up of</p>	<p>-Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences</p>	<p>-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>



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<p>stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading- Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing- Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>known letter-sound correspondences.</p> <p>-Form lower-case correctly.</p> <p>-Read a few common exception words matched to the school's phonic programme.</p>	<p>made up of words with known letter</p> <p>-Sound correspondences and, where necessary, a few exception words.</p> <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>-Form lower-case and capital letters correctly.</p>	<p>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>-Re-read what they have written to check it makes sense.</p>
<p>Mathematics</p> <p>Number- Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns- Verbally count beyond 20, recognising</p>	<p>-Count objects, actions and sounds.</p> <p>-Link the number symbol (numeral) with its cardinal number value.</p> <p>-Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>-Subitise.</p> <p>-Count beyond ten.</p> <p>-Compare numbers.</p> <p>-Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>-Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers</p> <p>-Automatically recall number bonds for numbers 0-10.</p>



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<p>the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<ul style="list-style-type: none"> -Continue, copy and create repeating patterns. -Compare length, weight and capacity. 	<ul style="list-style-type: none"> -Explore the composition of numbers to 10. 	
<p>Understanding of the World</p> <p>Past and Present- Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Cultures and Communities- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in</p>	<ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Explore the natural world around them. - Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> -Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways. -Understand the effect of changing 	<ul style="list-style-type: none"> -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. - Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them.



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<p>this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World- Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		<p>seasons on the natural world around them.</p>	
<p>Expressive Arts and Design</p> <p>Creative with Materials- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being imaginative and expressive- Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</p>	<p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Develop storylines in their pretend play.</p>	<p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p>



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Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move.	-Create collaboratively sharing ideas, resources and skills.		
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IMPACT

Assessment

Within the first 6 weeks of starting school, Reception children are assessed using the Reception Government Baseline. Informal teacher assessments, in the form of conversations and observations, will be made by the class teachers, which will begin during transition sessions.

Teachers will continue to informally assess on a daily basis to inform next steps for each individual child.

During the Summer Term the EYFS Profile will be completed. Data will be sent to County and teachers will report whether children are meeting GLD (Good Level of Development) or Emerging (not reaching GLD). Children who do not achieve GLD will then work on Early Learning Goals specific to them in Year 1.

Children who present special educational needs are identified as early as possible within the school year and appropriate intervention is made in line with the school's Special Educational Needs Policy. Parents are involved in all stages.

Multicultural/Equal Opportunities

EYFS is taught within the schools Equal Opportunities policy.

Inclusion

We value the diversity of individuals within the school and do not discriminate. All children at William Barnes Primary School, are treated fairly and all children and their families are valued. We give our children every opportunity to achieve their best. We do this by taking account of our



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children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of the children.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs and interests.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

Governors

There is a member of the Governing Body with overall responsibility for Early Years Foundation Stage.

Governors are kept up to date with any developments/decisions at Governing Body meetings.

Welfare

At William Barnes Primary School, we comply with the welfare requirements as stated in the Statutory Framework for EYFS 2021. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.



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- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that at least one member of staff who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Name of school	William Barnes Primary School
Date of policy	December 2025
Member of staff responsible	Hannah Dyke & Naomi Lewis
Review date	Dec 2028