

EYFS

Our Rainbow Curriculum:

Our Rainbow Curriculum has been designed by Parish C of E Primary School to provide a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. Within this broad and balanced approach, we place an important emphasis on developing resilience and perseverance and promoting wellbeing and health, with reading as the key to everything that we do.

EYFS Intent:

We endeavour that our Early Years Foundation Stage gives each child a positive and meaningful start to their school life, in which they can establish strong foundations on which to develop into independent, lifelong learners. We will encourage children to develop independence within our secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

I have proudly been the EYFS Champion at Parish for several years. I have a genuine passion for all aspects of EYFS. I want to inspire lifelong learning through a broad and engaging curriculum, new learning experiences and an interactive learning environment for children to develop their skills and broaden their knowledge. I have played an active role in developing the EYFS curriculum and environment and more recently, I have successfully completed the NPQEYL.



Curriculum Sequencing:

In EYFS, our curriculum has been carefully planned and sequenced so children learn essential knowledge, build skills progressively over time and deepen understanding. The curriculum has been developed to reflect child development stages, starting from what children know and can do and building on concrete experiences. New learning concepts are planned for to strengthen understanding and build on previous learning. Learning is embedded and consists of repetition and practise. Revisiting concepts is essential to maximise children's retention of new knowledge and practise to deepen understanding. There are clear end goals identified within the EYFS Framework for each prime and specific area of learning and the sequence of learning works towards these goals. Children will learn through teacher led inputs, small group activities and the classroom environment.

EYFS - Subject Champion

Miss Duggan



Our Learning Environment:

We are proud of our attractive, welcoming and stimulating learning environment which encourages all children to explore, investigate and learn. The staff ensure that the environment is a place where children feel secure and confident and are challenged to develop their independence. Within the classroom the seven 'Areas of Learning' are offered to the children through continuous provision, alongside a wide variety of child initiated and adult led activities to support and stretch their learning. Continuous provision develops throughout the year with adaptations to resources that is progressively considered throughout the year to ensure Strong Foundations. For example, in Autumn term this year, there is a core focus on Physical Development. Please see out videos below to explore our beautiful learning environment (designed through an evidence informed approach),

Curriculum Progression:

Children learn and develop in different ways and at different rates. The 7 Areas of the curriculum, as set out in the EYFS, are equally important and interdependent. They are split into areas which are:

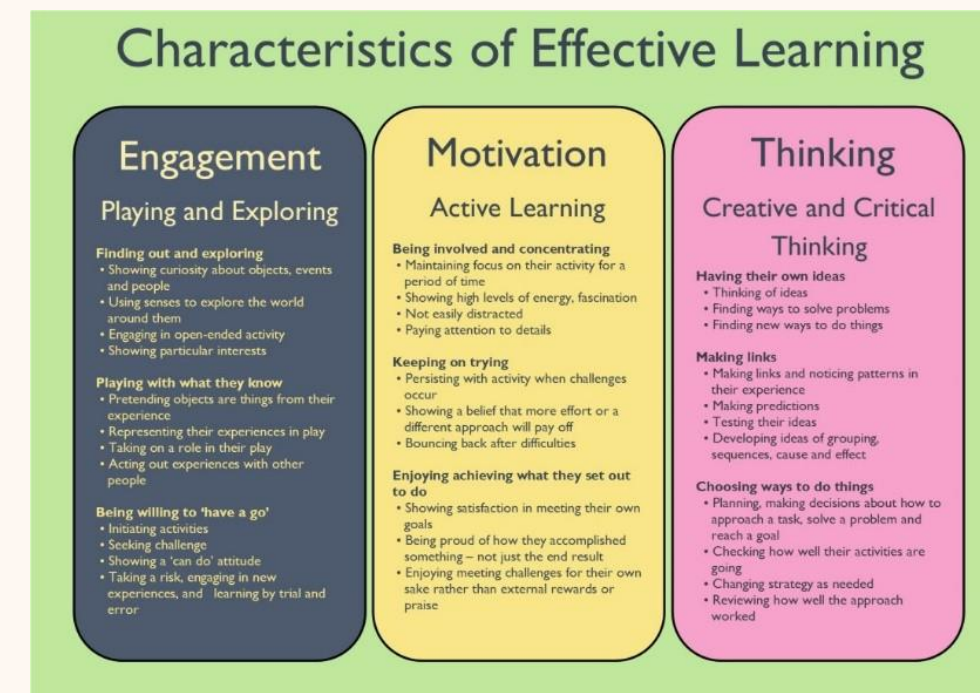
Prime Areas

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

Specific Areas

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

We aim to deliver all the Areas of Learning through planned, purposeful play, with a balance of child initiated and adult led activities, as guided by the Statutory Framework for the Early Years Foundation Stage which states. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice and embed the Characteristics of Effective Learning.



Our Rainbow Promises in EYFS:

Resilience and Perseverance:

In EYFS, resilience and perseverance are crucial for children's development, helping them navigate challenges and build confidence. These qualities are fostered through supportive environments, positive relationships and opportunities to practise problem-solving. Through play-based learning, they learn to keep going when tasks are tricky, solve problems independently, and bounce back from setbacks.

Articulate Learner:

Articulate learners are nurtured through strategies that scaffold communication and creativity. We have created a stimulating environment that encourages communication and language development. For example, through our P4C activities such as question of the week. This involves being a good role model, using expressive language, providing opportunities for interactions and adapting activities to suit individual needs.

Influence Aspirations

When influencing our children's aspirations, we nurture children's self-belief, curiosity and awareness of the wider world by creating a core sense of belonging. All staff foster aspirations by celebrating children's interests and linking them to real-world roles. Diverse stories and role models are shared, exposing children to characters and people from different backgrounds, careers and achievements. In EYFS we explore the topic 'people who help us' exploring different roles within our local community. In Reception children enjoy our pots of Gold visit to Manchester Airport.

Nurture Curiosity

Nurturing curiosity is central to fostering a love of learning and exploration. Teachers create enabling environments that invite investigation and experimentation. Child-led play is prioritised, and teachers encourage this through inquiry-based language. This creates a sense of belonging for all children as they can explore provision independently, with peers or with adults.

British and Christian Values

In EYFS, British values are embedded throughout the environment and provision. Some tangible examples include collaborative rule-setting, choice-making opportunities and celebrating diversity, fostering children's understanding of fairness and community. Both British and Christian Values such as kindness, forgiveness and love are woven into daily routines, stories and everyday practice within EYFS.

Opportunities to Build on Knowledge and Skills

Children build knowledge and skills through a curriculum that embeds spaced learning and retrieval opportunities. Teachers revisit concepts over time and staff use open-ended questioning and reflective discussions to prompt recall and make links to new experiences.

Wellbeing and Health

Daily routines promote healthy habits and regular physical play and mindful activities nurture there mental wellbeing. Teachers foster emotional security through strong nurturing relationships and built trust to support children articulating their feelings. Partnerships with families support staff addressing individual needs and build positive relationships. Parent relationships are imperative and develop through stay and play events, coffee mornings and other activities throughout the year such as reading by Twilight and story events (all mapped out to link to our Rainbow Promises).



Inclusive Practice in EYFS:

EYFS as the Bedrock of Learning:

When children join in Reception, what they know already differs greatly and some require some additional teaching. Our EYFS teaching aims to equip all children with the foundational knowledge that they need. This is implemented by:

- **A carefully designed EYFS curriculum which is an entitlement for all children (with no opportunity to opt out) and equitable learning experiences. – including social conversations and caring interactions.**
- **Focus on learning (as opposed to experiences) specifying what we want children to learn with opportunities for fluency regularly provided.**
 - **Adaptations based on children's knowledge, skills and behaviour.**
 - **High-quality adult interactions.**
 - **High-quality literature at the core.**
 - **A combination of direct instruction and play-based learning.**
- **Purposeful recording of assessment (assessing learning over participation) supporting high-quality transition.**

Strong Foundations:

At Parish Primary School, we are committed to laying strong foundations for every child's lifelong learning, well-being, and success. Our approach is rooted in the principles of the Early Years Foundation Stage (EYFS), recognising that the early years are critical for building the skills, attitudes, and knowledge children need to thrive. We believe that high-quality early education begins with strong relationships, a secure and stimulating environment, and a well-planned curriculum tailored to each child's needs, interests, and developmental stage.

Meeting the needs of all learners:

Beginning in EYFS, we are committed to nurturing a culture of community and belonging, where every child is recognised, respected, and supported to thrive as they join our Parish family. Our EYFS curriculum and environment is inclusive by design and supports all learners. Through early identification and targeted intervention, we ensure that individual needs are met promptly and effectively overcoming potential barriers to learning and/or well-being. Our dedicated EYFS staff, driven by high quality continuous professional development, create a safe, regulated environments where pupils are encouraged to develop resilience, overcome challenges, and become articulate, confident learners who can express themselves with increasing clarity. Key to life in EYFS are purposeful partnership with families, specialists, and the wider community to provide a cohesive network of support.

Developing Cultural Capital:

At Parish Primary School, we understand Cultural Capital as the essential knowledge, experiences, language, and values that children need to prepare them for future success. To support this each class go on two 'Pots of Gold' trips each year and participate in our Passport of Experiences to further enhance their learning. Each child brings with them their own cultural capital based on their life experiences and background. Our role is to build on what each child already knows and can do, while enriching their experiences and broadening their understanding of the world.



Wider Curriculum Considerations in EYFS:

Teaching Pedagogy:

The principles of our EYFS teaching and learning include to:

- **Work within the guidelines of the Statutory Framework for the Early Years Foundation Stage supported by Development Matters.**
- **Provide an atmosphere where children can be happy, safe, valued, gain confidence and achieve greater independence.**
- **Provide a child-friendly environment that is safe, caring and stimulating.**
- **Provide an environment where no child should be excluded or disadvantaged.**
- **Build upon what children already know and what they can do.**
- **Promote children's social, intellectual and physical development through play and directed activities.**
- **Provide opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.**
- **Develop a working partnership between parents/carers and the school in order to establish an accurate understanding of each child's individual needs.**

Staff CPD:

The continued professional development of staff is crucial to our setting. It improves children's outcomes through high-quality teaching and care, builds staff confidence and competence in each area of learning, supports safeguarding knowledge and compliance and promotes reflective practise and professional growth. Each year staff receive safeguarding training with specific updates relating to the EYFS Framework. Class teachers receive half-termly training and updates through LDST networks and EY Hub meetings.

High quality CPD (as part of our CPD overview) is provided across the year in relation to all elements of the curriculum with a focus on Foundational Knowledge. This takes place through spaced retrieval and is regularly revisited with all staff (through different CPD mechanisms including coaching).

Assessment:

Effective planning builds on and extends what children know and can do and is the key to making their learning exciting, varied, and progressive. To understand and consider the child's current learning and development needs, planning starts with observations of the child. Assessments are then made based on observations about the child's learning and development. These assessments are then used to inform planning the 'next steps' of the child's learning and experiences.

- **Observations are carried out in variety of ways - individually, in small groups, as part of class, adult led or child-initiated. (This will be gathered via 'Evidence Me')**
- **Floor Books - This showcases work that has been taught through each subject discipline or through events across school e.g. keeping safe week.**
- **Assessments are the decisions then made about the child's learning/development using 'Evidence Me' reports, teacher knowledge, Read Write Inc and Mastering Number assessments. The EYFS Profile is used as a summative assessment at the end of the Reception year. It summarises and makes statements about the child's progress towards the revised Early Learning Goals. (September 2021)**
- **Planning has two stages - long term and short term. 'Long Term' planning shows an overview of the experiences to be covered and skills to be taught and 'short term' planning (weekly/daily) shows how each child's learning and development to be supported. In addition, we have 'knowledge planners' that outline the discipline of each subject, including assessment, continuous provision opportunities as well as termly planning.**



Our exciting EYFS offer:



Dough Disco

In EYFS, the children have access to Dough Disco sessions. Dough disco exercises the fingers to improve fine motor control and gross motor skills. The simple, fun exercises help children prepare for writing while following instructions and having fun. This benefits children because they need to have strong muscles in their hands to enable them to write effectively as well as use instruments like scissors, glue or small tools.

Tales Toolkit

At Parish, we use Tales Toolkit – an innovative, award-winning storytelling resource that helps children build imagination, confidence, and communication skills. Through simple story structures and interactive props, our children create and share their own stories, developing key skills in literacy, creativity, problem-solving, and emotional understanding. Tales Toolkit supports all areas of learning and gives every child a voice, helping them to explore ideas, work together, and think independently – all while having fun!



Tales Toolkit

Squiggle While You Wiggle

In Nursery, our children participate in Squiggle Whist You Wiggle sessions to help them develop the gross and fine motor skills needed to improve the core strength needed for good handwriting. Through a mixture of movement, dance and scribbling. This means our children have the opportunity to build strength and understand the movements needed to write letters later on. Take a peek and try some moves at home:
<https://youtu.be/ptFAL-eSvxU>

Forest School

Our Forest School experts offer hands-on learning sessions in nature, helping our young children to develop confidence and independence. Through activities like den building, exploring wildlife, and natural art, pupils learn problem-solving and resilience while enjoying the outdoors. Children learn to take safe risks, work together, and develop a deep connection with nature, supporting their overall wellbeing and readiness for future learning.



Fine and Gross Motor Skills

Both fine and gross motor skills are essential in EYFS for independence, confidence, and learning across all areas. Staff expertly plan opportunities throughout the continuous provision to develop these vital skills. From using tweezers, Pen Disco Funky Finger sessions, to big movement activities and outdoor equipment such as bikes and decorating brushes, our children are able to navigate and explore the world with confidence and independence.

Talk Through Stories

The Talk through Stories approach helps to build children's oracy and prosody, whilst simultaneously developing children's language and vocabulary comprehension skills. Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children even encounter a book for the first time, driven by the quality of talk with them that expands their vocabulary and comprehension. Sessions are designed to develop comprehension and foster a love for reading. These begin with a greater focus on listening comprehension, moving towards developing an understanding of written (language) comprehension.

Early Talk Boost

Talk Boost helps children improve their language and communication skills through fun group sessions and activities at home. It supports vocabulary, listening, and conversation, giving children the confidence to express themselves. The programme is designed to accelerate progress and close the gap between children and their peers by boosting vocabulary, communication, and confidence.

NELI

NELI (Nuffield Early Language Intervention) NELI helps Reception children improve their language and communication skills through fun small-group and one-to-one activities. It focuses on vocabulary, listening, storytelling, and early phonics, helping children catch up with their peers and build confidence. Our teachers swiftly identify children who will benefit from this intervention so that it has the maximum intended impact.

