

Quwwat-ul-Islam Girls' School



EYFS Curriculum Policy

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Policy Links	Assessment Policy Behaviour Policy Child Protection and Safeguarding Policy Curriculum Policy Marking Policy

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat-ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

Quwwat ul Islam Girls' School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff, governors, volunteers and parents/carers to share this commitment.

Aims

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe.

(Statutory Framework for the Early Years Foundation Stage, September 2020).

At Quwwatul Islam Girls' School we adhere to the statutory guidance stated in **The Statutory Framework for the Early Years Foundation Stage 2020**, and the four guiding principles that shape the practice in the early years setting.

These include:

- **Unique child** – We recognise that every child is unique and is continually learning, resilient and capable; confident and self-assured.
- **Positive Relationships** – We recognise that children learn to be strong, secure and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

Curriculum

We believe that good practice in relation to curriculum planning includes approaches that are:

- Tailored to individual needs
- Build on children's interests to achieve learning outcomes
- Flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- Informed by on-going assessment.
- Grounded in the Early Years Foundation Stage (EYFS) framework.

Seven areas of learning

The EYFS framework includes **seven areas** of learning and development. **Three** of the areas are seen as particularly important and are therefore called the prime **areas**. The remaining four areas are called specific **areas**.

Prime Areas
Personal, Social and Emotional Development:
Making relationships, Managing Feelings & Behaviour, Self-Confidence & Self-Awareness.
Communication and Language:
Listening & Attention, Understanding, Speaking.
Physical Development:
Moving & Handling, Health & Self-Care.

Specific Areas
Literacy
Comprehension Word Reading Writing
Mathematics:
Number Numerical Patterns
Understanding the World
People & Communities, the World, and Technology.
Expressive Arts and Design
Exploring & Using Media and Materials, Being Imaginative

Early Years Goals

Communication and Language
Listening, Attention and Understanding
□ 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.
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.
Personal, Social and Emotional Development
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.
Managing Self
□ Be confident to try new activities and show independence, resilience and 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.
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.

Physical Development

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.

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 accuracy and care when drawing

Understanding the World

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.
Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture 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 this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

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.

Expressive Arts and Design
Creating 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.
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. ☐ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Mathematics
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.
Numerical Patterns
☐ Verbally count beyond 20, recognising 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.
Literacy
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 stories.

□ Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role play
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.
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.

The following characteristics of effective learning underpin learning and development across all areas and support the child to remain an effective and motivated learner:

Playing and Exploring-engagement
Active Learning-motivation
Creating and Thinking Critically

Continuous Provision

At Quwwatul Islam Girls' School, we aim to ensure:

- A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding
- An environment that facilitates independence, curiosity and hands on play-based learning.
- That continuous provision enables children to explore recent learning, practice new skills and follow their own interests.
- Staff enhance Continuous Provision through careful intervention and planning
- Carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- All resources are clearly labelled for children to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space.

When planning for outdoor learning we will be carefully considering:

- ☐ Children wearing suitable clothing, including waterproof clothing where necessary
- ☐ Free flow arrangements so children are encouraged to follow their own interests
- ☐ Extending the learning in the classroom – so that all curriculum areas are covered
- ☐ Health and wellbeing (PD, PSED) understanding nature and growing opportunities
- ☐ Utilising programmes such as Forest Schools and West Ham Park local schools' initiatives

Welfare and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

We follow the safeguarding and welfare requirements detailed in the [EYFS Statutory Guidance](#) (2020)

- ☐ Children enjoy daily fruit and are encouraged to drink water throughout the day
- ☐ Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- ☐ Transition is carefully planned for the children from Nursery to Reception and Reception to Year 1
- ☐ Home visits are conducted at the beginning of the Autumn Term to enable us to gather and exchange important information that will help children settle well into Reception.
- ☐ A reception risk assessment is in place to review the health and safety arrangements on a regular basis.

Transition: From Nursery – Reception

Our aim is to ensure children have a smooth transition from Nursery to Reception. Home visits support this transition and are carried out before the beginning of the Autumn Term. Important induction information is shared with families, and staff find out about the needs and interests of the children that will help them to settle well into our Reception class.

As well as home visits we adopt a staggered approach to starting school.

- ☐ During the first week students attend for half a day accompanied by parents.

- ☐ During the second week students stay for lunch
- ☐ By the third week students attend school on a full-time basis. If a child is finding the transitions difficult than an extended transition period will be agreed with parents.
- ☐ During this time lessons are focused on learning names, class rules and adapting to new routines.
- ☐ When the children are completed the transition period then we will begin to introduce phonics sessions and Maths.
- ☐ A transitional timetable is in place for the first half of the Autumn Term.

Reception – Year 1

We work extremely hard to prepare our children for Year 1 at the end of Reception, this transition period begins in Summer Term 3.2.

Time is allocated to prepare the children for the more formal approach in year 1, where there is less free flow and individual choice of activities. The activities are still very practical, and play based and are adjusted to the needs and interests of the children and the outdoor space is still very much used during the transition period. However, there is much more focus on Literacy and Numeracy with an expectation of far more independence and student lead learning.

Organisation of activities

Child initiated Play

Child-initiated Play occurs entirely independent of adults and allows children to choose the game or activity and decide how the rules will work and who they will play with.

Although adults do not have to be directly involved, they continue to support children's play by providing adequate time, space, and equipment to enable them to initiate their own play.

The classroom and outdoor area in EYFS are set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to independently seek resources to support them to become independent learners.

This may be through using the displays in the classroom such as phonic sound/numbers or by selecting their own resources such as equipment from the 'seasons' boxes to support their development in the outdoor space.

Adult led Play

These activities cover a range of the curriculum subjects throughout the day. These activities lead on from the whole class input and support teaching and learning.

Adult-led Play can have some benefits for children individually or as a group:

Adult-led Play can help provide **structure** to a game or activity, with rules that are clearly defined from the outset.

Adult-led Play often includes **opportunities for learning**.

Just as providing learning opportunities, teachers can also choose activities which will help to **improve skills** such as hand-eye coordination or fine motor skills in younger children.

Adult-led play gives the adult a degree of control over the session and the ability to **ensure every child feels included** and is given a chance to play.

Adult-led activities can also be structured to encourage **co-operation** and build positive peer relationships within your class.

Assessment

Sonar Tracker

Classroom Monitor is an online learning journal that captures children's learning experiences through photographs and videos and is used as a way of showing a broader picture of a child's development. This is also used as an assessment tool to help capture learning goals.

Aim of assessment

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, Parents/Careers and other agencies
- To produce written information that will be forwarded to the child's Year 1 teacher.

For every child starting Reception, our practitioners will complete a baseline assessment in their first 4 weeks of school.

At the end of Reception, we use the Early Learning Goals (ELGs) to judge whether a child is 'Emerging', 'Expected', or 'Exceeding' in all 17 areas of learning.

The national expectation is for children to achieve a 'Good Level of Development' (GLD). at the end of EYFS.

GLD is when a child achieves, 'expected, within all strands within the prime areas of learning as well as all strands within literacy and mathematics'.

However, at Quwwat-ul-Islam Girls' School we believe that every child is unique. Some will exceed this expectation, while others may still be working towards it.

Our aim is for all children to progress to their full potential and at least make good progress from their relative starting points.

Useful documents linked to this policy include:

□ Statutory Framework for the Early Years Foundation Stage

□ Reception timetable – and transition timetable

□ Reception MTP for all terms

□ Home School Agreement

□ Agenda for Home Visits

□ Reception Booklet – to support with home learning

□ Induction Pack for new parents

□ Assessments

□ Reception Risk Assessment