



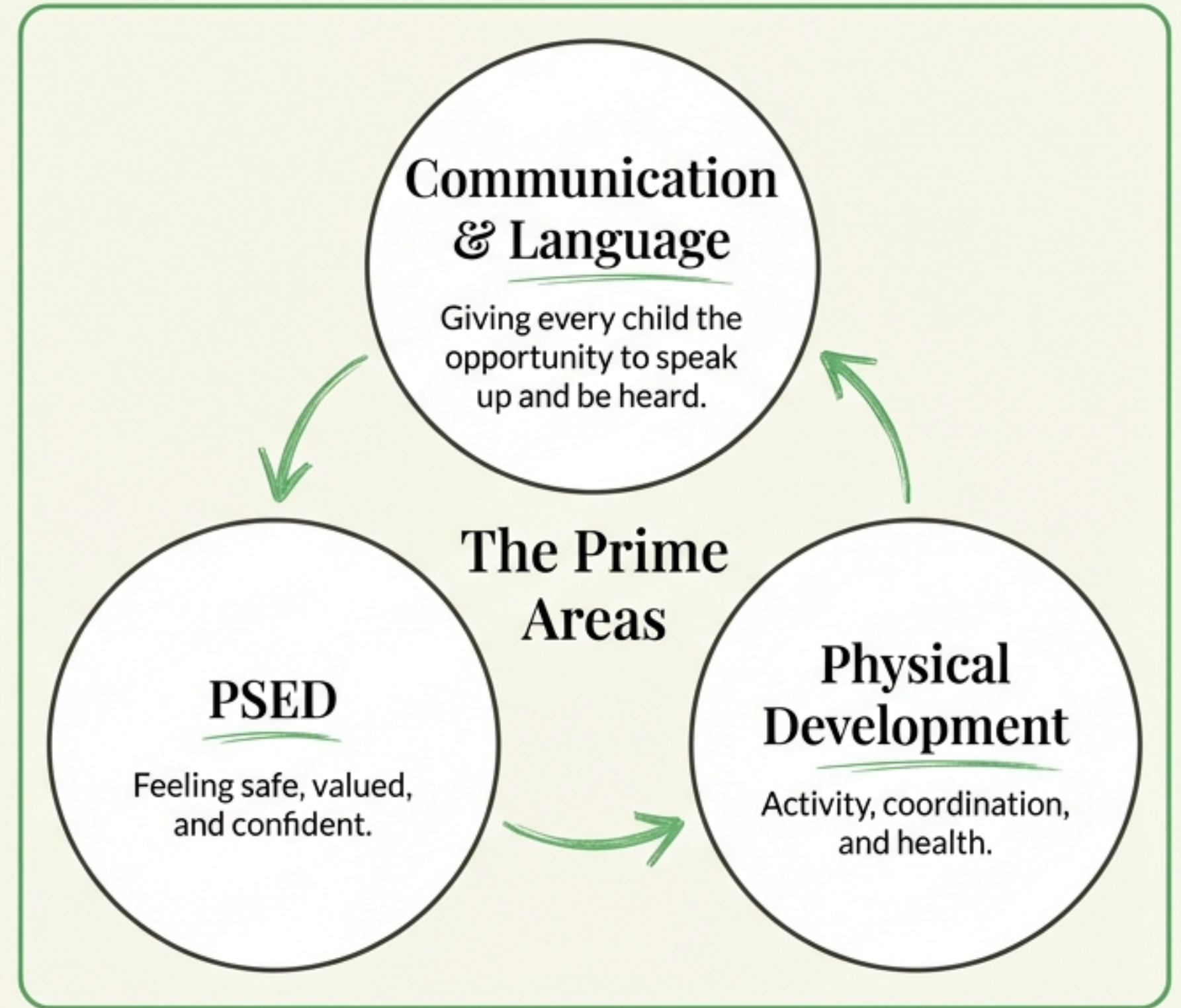
Building Foundations: The EYFS Curriculum

A guide to the Early Years Foundation Stage at High View Primary.

CONFIDENT • CURIOUS • CAPABLE

Every child deserves the best start in life.

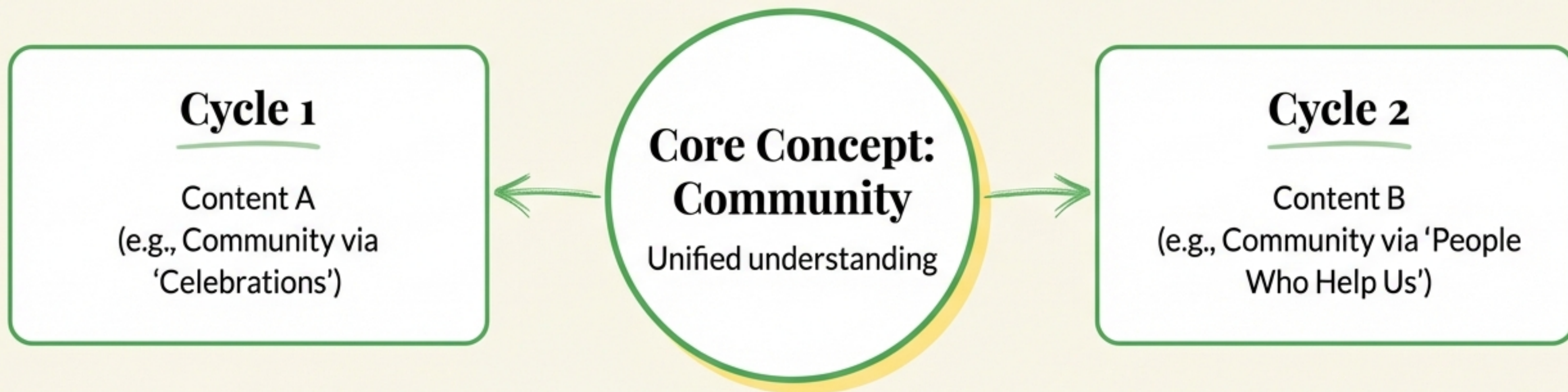
Young brains develop best through secure relationships and responsive interactions. Our goal is for every child to leave the Early Years Foundation Stage as a confident, capable learner.



The Vehicle for Learning: PLAY. Allowing children to explore, experiment, and consolidate knowledge.

A 2-Year Cycle of Progressive Learning

Solving the challenge of mixed Nursery and Reception cohorts.



The Challenge ↘

Our classes mix returning Nursery children with new Reception starters. We must ensure progression for returners while providing accessible entry points for new students.

The Solution ↘

- **Differentiation:** Same concepts through different content.
- **Progression:** Exploring new vocabulary and deeper understanding without repeating the exact same topic material.

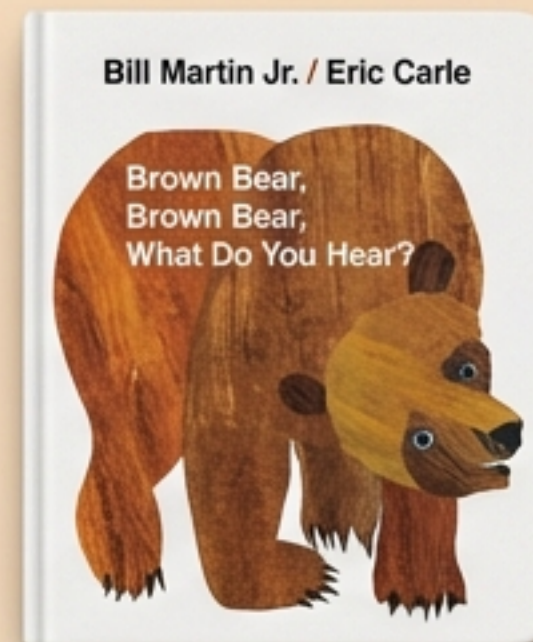
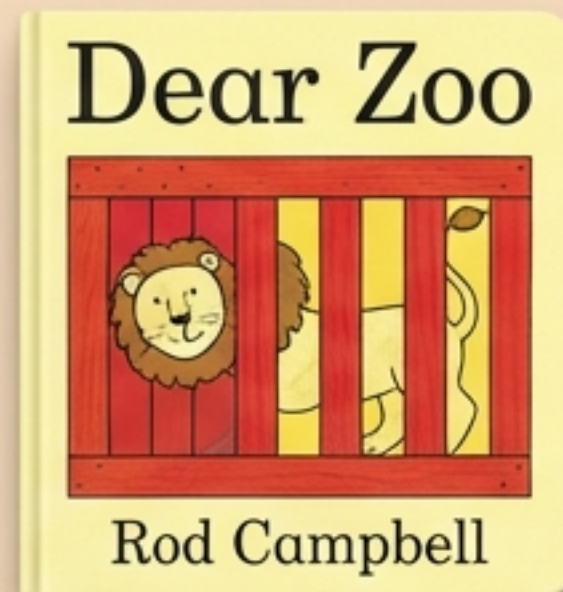
The Narrative of the Year: From Identity to the Wider World



Literacy: Leaving No Learning to Chance

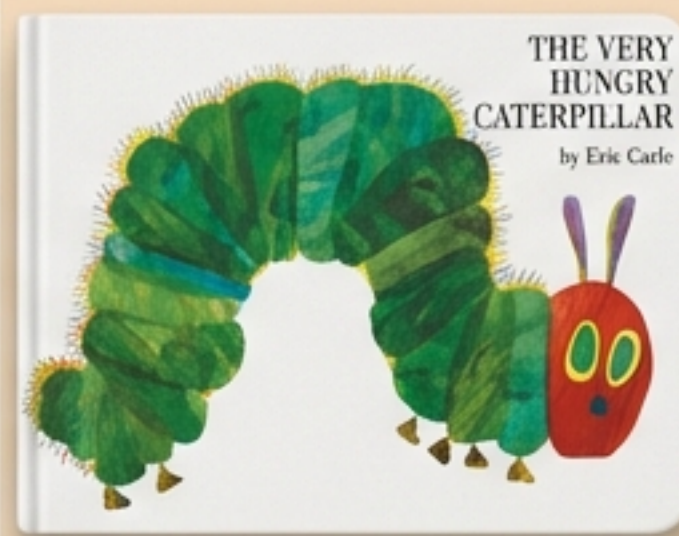
The Core Text Strategy

- Two core texts introduced each half-term.
- Texts are revisited to build confidence and deeper comprehension.



The Equity Model

- 50% of Reception children are new to High View.
- Autumn Term is dedicated to revisiting key Nursery texts.
- Ensures equitable access to shared stories and vocabulary for all starters.



The Power of Rhyme in Early Reading

“Experts... have discovered that if children know eight nursery rhymes by heart by the time they’re four years old, they’re usually among the best readers by the time they’re eight.”

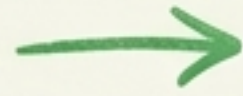
- **Nursery:** Performance & Recall (e.g., Row Row Row Your Boat)
- **Reception:** Revisiting for automaticity and rhythm



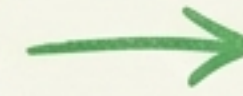
Mastery in Mathematics: Beyond Just Counting

The Approach

Concrete (Objects)



Pictorial (Drawing)



Abstract (Numbers)

1. **Cardinality:** Understanding the last number counted is the total.
2. **Deep Understanding:** Applying counting consistently across different contexts.



Resources: White Rose Maths & NCETM

The Environment as the Third Teacher



Continuous Provision

- **Workshop Style:** Resources accessible for independent choice.
- **Uninterrupted Play:** Time for 'flow' and deep learning.
- **The Adult Role:** Balancing child-initiated play with adult-suggested invitations.

“Children learn by playing and exploring, being active, and thinking critically.”

Developing the Whole Child: Physical & Creative

Gross Motor Skills →

Developing coordination, strength, and control.



Fine Motor & Creativity →

Building hand strength for writing readiness. Making connections and solving problems through art.



Schema Texts: Building Knowledge for Key Stage 1

Preparing for Science, History, and Geography

What are Schema Texts?

High-quality books chosen not just for story, but to deepen understanding of the world concepts.

Key Themes Explored:

Life Cycles

Journeys

Seasons

Past vs. Present

Implementation:

Like core texts, these are explored across Nursery and Reception to ensure essential ideas are encountered repeatedly, building a strong knowledge base for the future.

Assessing Progress & Tracking Success

Rigorous Tracking

- **Formative Assessment:** Daily observations inform planning.
 - **Summative Data:** Tracking 'On Track' status and GLD (Good Level of Development).
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External Validation

- **Moderation:** We collaborate with local primary schools and the London Borough of Sutton to ensure fair, consistent judgements.
 - **Expertise:** Our EYFS leader is an active lead teacher in the borough, sharing best practices.
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Inclusion: Supporting Every Unique Starting Point



Communication First

Language screening for early identification.
Interventions including NELI, Early Talk, and Talk Boost.



Visual Scaffolding

Use of Core Boards and visual supports to allow all children to express needs and ideas, regardless of verbal level.



Emotional Regulation

Implementing 'Zones of Regulation' to help children manage feelings and engage positively.

The High View Child: Ready for the Future



The Impact

- ✓ **Academic:** Secure foundation, ready for the National Curriculum.
- ✓ **Social/Emotional:** Happy, confident, and willing to 'have a go'.
- ✓ **Skills:** Communicates effectively, persists at tasks, and cooperates with peers.

“Confident to take risks, discuss their successes and challenges... and adjust their learning.”



Confident • Curious • Capable

High View Primary School – Early Years Foundation Stage