

# EYFS at Brompton-on-Swale CofE Primary School



## Welcome!

Thank you for opening this document and choosing to learn more about the wonderful world of Early Years Foundation Stage (EYFS) at Brompton-on-Swale CofE Primary School. EYFS follows a different framework to the rest of the school, and our children learn in different ways that reflect their age, needs and interests. Vocabulary connected to EYFS can be confusing, so we hope this document helps to demystify EYFS as well as describe what makes EYFS at our school unique.

## What is EYFS?

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including preschools, nurseries and school reception classes. You can read more about the EYFS Framework here: [EYFS Statutory Framework \(DfE, 2021\)](#)

## What does EYFS consist of at Brompton-on-Swale Cof E Primary School?

- \* Busy Bees Pre-School for children aged 2-4 years old
- \* FS Class for Reception aged children between 4-5 years old

## Who works in EYFS?

We are lucky to have a dedicated, experienced, and enthusiastic EYFS team, who work together to ensure the best possible outcomes for all our children. Our passionate team believe that every child deserves the best possible start in life and work hard to support each child to fulfil their potential. We meet regularly to invest in our professional development and share ideas about how we can improve our provision and practice – to us, Early Years is more than just a job, it's a lifestyle!

You can 'meet' the team on the next page!

**Our EYFS Team at Brompton-on-Swale CofE Primary School**

**Our Busy Bees Team**

Mrs Simpson  
*Advanced Teaching Assistant*

Mrs Richardson  
*General Teaching Assistant*

Miss Squire  
*General Teaching Assistant*

**Our FS Team**

Miss Turner  
*EYFS Lead/ FS Class Teacher*

Mrs Fudali  
*Higher Level Teaching Assistant*

Mrs Dixon  
*General Teaching Assistant*

## What are the principles of EYFS?

In Early Years Foundation Stage, there are four overarching principles:

Unique Child + Positive Relationships + Enabling Environments = Learning and Development

## How do children learn in EYFS?

At Brompton-on-Swale CofE Primary School, we recognise that all children develop at different rates and learn in different ways. The three characteristics of effective learning are:

- **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 their achievements
- **Creating and thinking critically:** Children have and develop their own ideas, make links between ideas and develop strategies for doing things

In Busy Bees, free-flow or independent learning is punctuated with short 'group times' where children come to the carpet to listen to a story and take part in an activity such as yoga or singing nursery rhymes. During free-flow, the children can explore the indoor and outdoor classroom and choose their own learning whether that be role play, construction or an art activity. There is always an adult-led activity on offer which the children can also elect to do, often linked to our 'book of the week' – Gruffalo crumble anybody?!

In FS, our day is a little more structured with daily teaching inputs in SSP (phonics) and Maths. In September, whilst the children are settling into their new routines these inputs are short and snappy and we spend longer in free-flow. As the year progresses, our inputs become longer and more frequent to enable the children to be school-ready and prepared for the challenges of Year 1. Beyond the classroom, we also enjoy our visits to the 'Wild Wood' where we engage in outdoor learning and on Fridays we do PE – everyone's favourite part of the week!

## Which 'subjects' do children learn in EYFS?

In EYFS, children do not learn traditional subjects such as history and geography, which are part of the National Curriculum for Years 1-6. Instead, there are seven areas of learning and development that shape learning in EYFS. All areas of learning and development are important and inter-connected.

The three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, these are:

### The Prime areas

- Communication and language
- Physical development
- Personal, social and emotional development

To ensure our children make good progress in these prime areas, each child is assigned three next steps by their Key worker for them to work towards. Progress is discussed in our weekly team meetings and staff share ideas on how we can enable children to meet their goals by supporting them with questioning (based on Bloom's taxonomy), modelling language and with resources within the provision.

### The Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

You can read more about what children will be learning in each of these areas and how they can be supported here: [Development Matters](#)

### How are children assessed in EYFS?

Assessment is a continuous process in EYFS and takes place both informally and formally. Effective assessment helps us to take an accurate snapshot of the whole child, celebrate their successes and put into place any additional support which they may require. Our parental partnerships are an important part of the assessment process, and we love hearing from our EYFS families about children's experiences at home through conversations and our online learning journal, Tapestry.

- **Informal Assessment:** Blooms questioning, observing, supporting and stretching play during free-flow, Team meeting discussions
- **Formal Assessment:** Reception Baseline Assessment, half termly phonics assessments (FS only), Tapestry observations, Early Learning Goals

Towards the end of children's time in FS, children are assessed against the 17 Early Learning Goals and are evaluated as meeting expected levels of development (expected) or not yet reaching expected levels of development (emerging). You can read more about the Early Learning Goals on the next page.

## The Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

### What makes EYFS at Brompton-on-Swale CofE Primary School unique?

As an EYFS team, we asked ourselves; 'What do we want our children to know?' and 'What do we want our children to be?'. Our collective answers to these questions formed our vision for EYFS, which is that our children are: **Happy, Educated, Articulate, Respectful, Team-players** and **Safe**. We explain this to the children, as learning with our **HEARTS**.

### What do you intend your children to be?

In EYFS, it is our intention that our children are:

#### Happy

- Levels of engagement and self-esteem are high as children feel valued, important, and listened to. Their happiness and wellbeing is at the heart of everything we do.
- We recognise that each child is unique and help them to develop their own interests and to clearly communicate their thoughts and feelings.

#### Educated

- All children enjoy coming to school and are instilled with a love of learning that will sustain them not only during their time in education but throughout their lives.
- When children leave Foundation Stage, they are equipped with the skills they need to read, write and explore number.

#### Articulate

- Our children are excellent communicators and are comfortable using a rich range of vocabulary and language structures to express themselves and explain their ideas.
- In EYFS, both children and staff are highly engaged readers that enjoy sharing a love of books together.



### Respectful

- As well as developing a strong sense of self, children also learn about their place within our school, community and the wider world. They are kind, inclusive and respectful of all.
- By learning about the natural world, our children also learn to value, respect and care for our planet.

### Team-players

- Our children are kind, thoughtful and supportive of each other. They know how to share and can work together as a team to solve problems.
- We are a community of learners and are supported through our strong relationships with our children's families, our Early Years team, Governors and our Church and village community.

### Safe

- Our children feel safe and secure, enabling them to have the confidence to question, experiment, and take risks. They have the confidence to try new things and persevere in the face of challenge.
- We help to keep our children safe by giving them the knowledge and understanding to make healthy choices for their bodies and minds.

How does this link to the whole school vision at Brompton-on-Swale CofE Primary School?

By learning with our HEARTS, we are creating the foundations for Having the Courage to Shine; our wider school vision.

Having the Courage to Shine!			
Whole School	Courage to face new challenges	Courage to be the best version of ourselves	Courage to have an inquisitive mind
EYFS	Safe	Happy Respectful Team-players	Educated Articulate

How do you implement this vision?

### Happy

- . Our EYFS learning environments are calm and supportive, children can relax and feel free to be themselves
- . Each child is assigned a Key Worker who promotes their wellbeing and with whom they develop a special bond
- . By following the children's interests, we celebrate their individuality and what makes them unique
- . Mindfulness activities are planned throughout the year enabling each child to find strategies which help them to feel calm and happy
- . Our EYFS team enjoy their work and their enthusiasm is contagious! The children know that each morning they are guaranteed to be greeted by a smile

### Educated

- . We provide a broad and balanced curriculum which is underpinned by our EYFS vision
- . We have a strong focus on delivering the 'Prime areas' of the EYFS curriculum, which children are supported with through their individual 'next steps'
- . In FS, children have daily, structured inputs in phonics and Maths and read with an adult at least three times per week
- . The Insight assessment tracker is used to measure children's progress towards meeting the Early Learning Goals
- . Metacognition strategies are modelled by staff 'thinking out loud'
- . Our environment, inside and out, is created to be organised, stimulating and irresistible to learning opportunities taking place
- . Our staff are invested in their own professional development, the children know that we love learning too!

### Articulate

- . Books are at the heart of our curriculum and children look forward to story time, a special part of the day
- . We enjoy collecting new vocabulary and adding it to our 'word wall'.
- . Opportunities to promote good communication skills are built into the day during inputs and when modelling to children during free-flow
- . Sentence stems are provided during teaching inputs to encourage children to use full sentences when explaining their ideas
- . Our Staff are trained in NELI (Nuffield Early Language Intervention) and deliver interventions to children who need support in developing their speech
- . We are patient listeners and allow children time to express and explain themselves

### Respectful

- . We model respectful behaviour and polite language during all our interactions, with children and adults alike
- . Turn-taking and listening are skills; thus, they are explicitly taught during PSED inputs and within free-flow
- . Respect starts with knowledge. We teach our children about different cultures and faiths so they can better understand them
- . Kind and considerate acts are acknowledged and rewarded
- . Many of our key texts (50 Books to Read in Busy Bees and FS) have been selected because they explore the theme of respect: for ourselves, each other, for communities and the planet
- . Our classrooms are inclusive and cater for every child's learning needs

## **Team-players**

- We keep in touch with our EYFS families through Tapestry, Microsoft Teams, 'This week we are learning' memos and 'Stay and Play' sessions
- All children can contribute ideas during class planning time enabling them to take ownership of their learning
- The Early Years team plans together to ensure that children have the best possible experience whilst in our care, we model good teamwork to our children
- Our curriculum threads ensure children play an active part in our school and community, as well as understanding their place in the larger world
- Through our curriculum, as well as through our PSHE Jigsaw scheme, we actively plan how to help children to play and work together e.g. through team building activities

## **Safe**

- Clear safeguarding guidelines ensure children are kept safe within our settings.
- Key Workers have a deep understanding of their children and are aware of any changes in their behaviour, however small
- We have high expectations of behaviour which is managed through rewards (merits, moving on to a star) and sanctions (traffic light system)
- Skills such as perseverance and 'having a go' are encouraged through our provision and rewarded through our 'Courage to Shine' stars
- Mistakes are a part of learning, we use the language of 'Growth Mindset' (Dweck, 2006) to explain this
- Children are taught how to keep their bodies and minds safe through exercise, healthy eating and mindfulness activities

## What is the impact of your EYFS vision?

### Happy

- . Our classrooms are filled with joy! All children enjoy coming to our setting, they arrive each day smiling and ready to learn
- . Children understand what makes them special and take pride in their individuality
- . Children make healthy choices and can explain how to care for their bodies and minds

### Educated

- . Children make rapid progress in early reading, writing and number skills. Progress made in Busy Bees is built on in FS.
- . The impact of our EYFS curriculum can be seen through children achieving the 17 early learning goals
- . When children leave FS, they have the skills, knowledge, and attributes to be successful in Class 1 and beyond
- . Themes which have been initiated by our children's interests result in high levels of involvement, creative thinking and a love of learning

### Articulate

- . Children have the terminology to clearly express their thoughts, feelings and needs
- . Children are confident when talking to different people, demonstrating their rich vocabularies and conversation skills
- . Everyone in EYFS is an enthusiastic reader and can talk passionately about their favourite books

### Respectful

- . Children are kind to themselves and their peers, their behaviour and manners are impeccable

- . Global Citizens: children have the knowledge, skills and values to engage with the wider world
- . In the words of Greta Thunberg 'No one is too small to make our difference', our children are empowered and understand that small actions can make a big impact

### Team-players

- . Our relationships with parents and carers is very effective. Families provide positive feedback about their children's experiences in EYFS and the support they receive from the EYFS team.
- . Parents feel well informed and connected to their child's school life through interactions with staff, Tapestry, Teams, parent teacher consultations and written reports
- . Children develop strong friendships, they play and learn together by listening and taking turns. They understand how to resolve conflicts calmly and independently
- . EYFS are excellent representatives of our school and their contributions are valued by the local community

### Safe

- . Children feel safe and secure. This is demonstrated by the improvement in children's well-being and involvement as the year goes on, as measured by the Leuven Scale
- . Security results in children being confident learners, with a willingness to inquire, persevere and problem solve

## What do you want your children to know?

We have designed our own broad and balanced curriculum which is underpinned by our EYFS values. In addition to following children's interests, we have five themes which are threaded throughout the year.

These themes have been carefully selected to reflect what we feel is important for our children to know, such as how to look after their mental-health and wellbeing (*All About Me*) which has never been more important than during the ongoing Covid 19 pandemic. The theme of *Our School* reflects our understanding that although it is a privilege to be with children at the beginning of their education, we are just a small part of their lifelong learning journey. *Our Community* gives us the opportunity to appreciate what a wonderful part of the world we live in (God's Own Country!) whilst *Our World* acknowledges the limitations of our location in terms of children having rich, multicultural experiences which therefore need to be planned. Finally, climate change threatens our children's most basic rights. We hope that what our children learn through *Our Planet* will inspire a love and respect for nature that will motivate them to make choices that help to lower their carbon footprints and protect the planet for future generations.

### All About Me

- Create a sense of our unique self
- Develop our own interests through new experiences
- Learn how to make healthy choices for our bodies and minds

### Our School

- Take an active part in wider school life
- Form bonds with older children through their roles as Science and Reading Ambassadors
- Work towards being school-ready by the end of our time in FS

### Our Community

- Strengthen links with our village and Church
- Walk around our village regularly to observe changes
- Connect with a local farm
- Explore what makes North Yorkshire special

## **Our World**

- Discover different countries; their customs, culture and languages
- Celebrate religious festivals and cultural events e.g. Diwali, Hannukah and Eid-Al-Fitr
- Understand how we can be good Global Citizens

## **Our Planet**

- Explore seasonal changes
- Develop a love of nature
- Grow our own food
- Learn to care for and respect our environment



## A Year in Foundation Stage

Term	Autumn 1 6/9 – 21/10	Autumn 2 31/10 – 16/12	Spring 1 4/1 – 10/2	Spring 2 20/2 – 31/3	Summer 1 18/4 – 26/5	Summer 2 5/6 – 25/7
Context	<i>Transitions</i>	<i>Celebration</i>	<i>Exploration</i>	<i>Awe and Wonder</i>	<i>Fantasy and Adventure</i>	<i>Our Planet</i>
Festivals & Celebrations	<ul style="list-style-type: none"> <li>Recycle Week 19-25/9</li> <li>Black History Month (October)</li> <li>National Poetry Day 6/10</li> <li>World Mental Health Day 10/10</li> <li>Harvest Festival 21/10</li> </ul>	<ul style="list-style-type: none"> <li>Diwali 24/10</li> <li>Halloween 31/10</li> <li>Outdoor Classroom Day 3/11</li> <li>Bonfire Night 5/11</li> <li>Remembrance Day 11/11</li> <li>Children in Need 18/11</li> <li>St Andrew's Day 30/11</li> <li>Road Safety Week 14-20/12</li> <li>Hannukah 18-26/12</li> <li>Advent/Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Burns Night 25/1</li> <li>Big Garden Bird Watch 27/1</li> <li>Chinese New Year</li> <li>Children's Mental Health Week 6-12/2</li> <li>Safer Internet Day 14/2</li> <li>Valentine's Day 14/2</li> </ul>	<ul style="list-style-type: none"> <li>Fairtrade Fortnight 20/2 – 5/3</li> <li>Shrove Tuesday 21/2</li> <li>St David's Day 1/3</li> <li>World Book Day 2/3</li> <li>International Women's Day 8/3</li> <li>Holi 8/3</li> <li>St Patrick's Day 17/3</li> <li>Red Nose Day 18/3</li> <li>Mothering Sunday 19/3</li> <li>British Science Week 10 – 19/3</li> <li>Easter 9/4</li> </ul>	<ul style="list-style-type: none"> <li>Ramadan (begins 22/3) - Eid-Al-Fitr 21/4</li> <li>Earth Day 22/4</li> <li>St George's Day 23/4</li> <li>Children's Gardening Week 22-28/5</li> <li>Queen's Birthday 10/6</li> </ul>	<ul style="list-style-type: none"> <li>30 Days Wild (June)</li> <li>Farming Fortnight 5-16/6</li> <li>Healthy Eating Week 12-16/6</li> <li>Father's Day 18/6</li> <li>Refugee Day 20/6</li> <li>Armed Forces Day 24 /6</li> </ul>
Super Six! Teaching Texts to support our learning						
Reading for Pleasure: Featured Author						
Our EYFS Vision	<p><b>Happy</b> We want our children to arrive at school each day with a big smile on their faces! Therefore we will spend this half term creating bonds and helping them to adapt to and enjoy school life through a phased timetable.</p> <p><b>Educated</b> Formal learning in FS will begin from Week 2 when we begin daily SSP (phonics) and Maths inputs.</p> <p><b>Articulate</b> We will discover the beauty of the English language by celebrating National Poetry Week.</p>	<p><b>Happy</b> Each half term we will explore a different form of mindfulness, starting with; 'How can music help us to be happy?'</p> <p><b>Educated</b> We will be learning about different religious festivals, this knowledge will help us to better understand and respect the beliefs of different faiths.</p> <p><b>Articulate</b> Learning about festivals and other cultures will introduce us to some interesting new vocabulary such as 'diya lamp' and 'dreidel'.</p>	<p><b>Happy</b> We will explore art as a form of mindfulness and how it can help us to feel calm and present.</p> <p><b>Educated</b> Having already learned about our village, county and country – now is the time to explore the rest of the world including how people adapt to life in the polar regions.</p> <p><b>Articulate</b> We will be connecting our thinking by comparing and contrasting different parts of the world and the communities that live there.</p>	<p><b>Happy</b> In Spring, we will explore mindfulness through movement including a yoga workshop.</p> <p><b>Educated</b> In FS, we love to read! We will be engaging in lots of book related activities as part of our World Book Day celebrations including a 'story sleepover'.</p> <p><b>Articulate</b> We will be forming lots of questions and predictions as part of our Science Week activities</p>	<p><b>Happy</b> Through our '30 Days Wild' challenge we will discover how nature can help us to feel happy.</p> <p><b>Educated</b> The book 'the lost words' is about nature words that have fallen out of children's vocabularies – but not ours!</p> <p><b>Articulate</b> Our 'Fantasy and Adventure' theme will inspire lots of imaginative storytelling and role play opportunities.</p>	<p><b>Happy</b> There's no doubt that healthiness and happiness are interlinked. We will explore how we can care for our bodies and minds through exercise, healthy eating and breathwork.</p> <p><b>Educated</b> As we prepare the children for the next step in their school lives, our learning will become more formal to reflect the expectations of Class 1.</p> <p><b>Articulate</b> In our Graduation ceremony, we will each share a favourite memory of our time in FS.</p>

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	<p><b>Respectful</b> By learning about our similarities and differences we will learn how to respect ourselves and each other. Also, to respect our new classroom and keep it tidy!</p> <p><b>Safe</b> Children will learn what behaviours are expected of them to keep them safe in their new school environment.</p>	<p><b>Respectful</b> On 11/11 we will commemorate Armistice Day to respect the sacrifices the armed forces make for us.</p> <p><b>Safe</b> During Road Safety week we will learn how to keep ourselves safe when crossing the road.</p>	<p><b>Respectful</b> As part of Fairtrade Fortnight, we will learn to respect our food and the people that grow it.</p> <p><b>Safe</b> Representatives from the police will visit us to discuss how we can keep ourselves safe online.</p>	<p><b>Respectful</b> By learning about famous Scientists, we will have more respect for their achievements and inventions which have made our lives safer and easier.</p> <p><b>Safe</b> When we feel safe, we are more likely to challenge ourselves and ask questions which we will demonstrate when conducting Science investigations.</p>	<p><b>Respectful</b> Earth Day celebrations will give us an opportunity to consider how we can respect and care for our planet.</p> <p><b>Safe</b> Mrs Shepherd will help us to understand how we can explore the great outdoors safely during a Forest Schools experience day.</p>	<p><b>Respectful</b> Hearing the stories of refugees will help us to understand how lucky we are and not to take simple things for granted, such as the right to education.</p> <p><b>Safe</b> By working closely with their future teachers, we will help the children to look forward to – not fear – the transition to Year 1.</p>
Our EYFS Curriculum	<p><b>All About Me</b> This half term our focus will be on getting to know each and exploring what makes each of us special and unique.</p> <p><b>Our School</b> As well as becoming valued members of our class, we will be welcomed into our school community. We will be introduced to staff who work across the school who will visit us to read a story.</p> <p><b>Our Community</b> We will learn that the primary industry in North Yorkshire is agriculture and why it is important to know where our food comes from. We will invite a local farmer to talk to us about food production and celebrate with a harvest festival.</p> <p><b>Our World</b> The children we will be introduced to our 'language of the week' which we will practice when answering the register. We will celebrate Black History month and learn about remarkable people who have changed our world such as Katherine Johnson and Mae Jemison.</p> <p><b>Our Planet</b> Walking around our village, we will observe seasonal changes and signs of Autumn. The children will be introduced to outdoor learning in the 'Wild Wood' and we will plant bulbs in preparation for Spring.</p>	<p><b>All About Me</b> To strengthen our friendships in our class we will learn some new sharing and turn taking games.</p> <p><b>Our School</b> Once we have settled into our class, we will begin taking a more active part in school life by attending Celebration Assembly and performing in the KSI Nativity.</p> <p><b>Our Community</b> By singing carols and visiting the church, FS will spread Christmas cheer in our village community.</p> <p><b>Our World</b> We will 'travel' the world and celebrate different religious festivals such as Diwali (Hinduism) and Hannukah (Judaism). We will also explore how Christmas is celebrated around the world and make comparisons with how we celebrate it in the UK.</p> <p><b>Our Planet</b> An FS Christmas will aim to be a sustainable Christmas. We will create our own decorations from natural or recycled materials and conduct a book swap as an alternative to gifts.</p>	<p><b>All About Me</b> We will celebrate small acts of kindness by introducing the children to our 'kindness tree'.</p> <p><b>Our School</b> Going around our school grounds with litter pickers will help to make our environment more pleasant for the whole school.</p> <p><b>Our Community</b> How has Brompton-on-Swale changed over the years? By exploring maps and inviting members of the community to talk to us we will find out!</p> <p><b>Our World</b> Our world is full of incredible people! We will learn about an explorer of the week, including: Amelia Earhart and Ernest Shackleton.</p> <p><b>Our Planet</b> Through taking part in the 'Big Garden Bird Watch', we will learn about the challenges our wildlife face in Winter and how we can help them.</p>	<p><b>All About Me</b> This half term we will learn about good oral hygiene inspired by a visit from the dentist.</p> <p><b>Our School</b> We will invite KS2 children to work with us in their roles as Reading and Science Ambassadors to inspire a love of both subjects.</p> <p><b>Our Community</b> At St Paul's Church we will celebrate Easter with Reverends Mary and Yvonne. We will also invite members of 'Richmond Climate Change' group to help us to develop a wildlife garden.</p> <p><b>Our World</b> Who was Marie Curie? We will learn about some inspirational Scientists and their achievements.</p> <p><b>Our Planet</b> Spring will arrive this half term! We will observe the changes this season brings and mark the Japanese festival of 'hanami'.</p>	<p><b>All About Me</b> Our Chair of Governors, Dr Victoria Eardley, will visit us and help us to learn how to care for our bodies.</p> <p><b>Our School</b> As Busy Bees prepare for 'big school', we will buddy up with them to provide a smooth transition to FS.</p> <p><b>Our Community</b> Members of our school and village community will be invited to a Queen of Hearts tea party.</p> <p><b>Our World</b> Where in the world is Eid celebrated? We will find out and ask members of our local Muslim community to share how they celebrate the end of Ramadan.</p> <p><b>Our Planet</b> We will embrace the Wildlife Trust challenge of; '30 Days Wild' and complete our 'Wild' passports!</p>	<p><b>All About Me</b> We will make our last half term in FS truly special by working through our '16 things to do before you are 6' list of experiences.</p> <p><b>Our School</b> Where has the year gone? We will celebrate everything we have achieved during our year in FS at our Graduation Ceremony.</p> <p><b>Our Community</b> The Armed Forces, make up a significant part of our local community. We will invite some members of the military to school for an epic army inspired obstacle course!</p> <p><b>Our World</b> We are very lucky to live in North Yorkshire, but not everyone is as privileged as we are. We will invite some refugees who have settled in Northallerton to share their experiences with us and show us how to cook some Syrian delicacies.</p> <p><b>Our Planet</b> Summer is the time to enjoy the fruits of our labour and eat some of our home grown produce.</p>
Possible lines of enquiry	Proud to be me Homes, families and pets Our village: Brompton-on-Swale	Festivals and celebrations Countries and travel World Cup/sport	Transport: boats, cars, planes etc. Under the Sea Frozen Worlds	Scientists and experiments Space Construction	Fairytales: castles, knights, princesses, dragons etc. Potions and magic	Nature: gardens, minibeasts, rainforests Animals Seaside

*EYFS at Brompton-on-Swale CofE Primary School*

(depending on children's interests)	Seasonal changes: Autumn/British wildlife		Dinosaurs	Medicine		Pirates
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