



Leigh C of E Academy



## EYFS Vision Statement

In planning and guiding what our children learn in the EYFS here at Leigh, we as practitioners, reflect on the different rates at which children are developing and adjust our practice accordingly. We understand the three characteristics of effective teaching and learning and through building firm relationships and providing quality interactions & observations, aim to deliver quality experiences and challenge for all. Our intent for every child throughout their time in our Foundation Stage is as follows:

At Leigh we foster and capitalise on children's instinctive need and desire to communicate by:

- ❖ Role modelling the qualities and characteristics of an exemplary communicator
- ❖ Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression
- ❖ Engaging children in conversation
- ❖ Providing genuine reasons, irresistible provocations, and a real purpose to listen and talk
- ❖ Valuing the different ways and means that children use to communicate.

At Leigh we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self-worth by:

- ❖ Establishing and developing mutually respectful relationships with and between adults and children
- ❖ Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- ❖ Knowing and understanding children's family contexts and dynamics
- ❖ Setting rules, establishing boundaries, following routines and explaining consequences
- ❖ Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- ❖ Empowering children to be independent enabling them to make informed choices and decisions
- ❖ Using praise to build confidence

At Leigh we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- ❖ Building children's strength, stamina, balance, co-ordination and dexterity
- ❖ Developing a range of large and small movements which they can control
- ❖ Improving and refining children's control and manipulation of a variety of tools

- ❖ Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- ❖ Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

At Leigh we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- ❖ Teaching early knowledge and skills of reading
- ❖ Fostering a love of books by sharing and talking about texts
- ❖ Immersing children in sounds, words, rhythm, rhyme and song
- ❖ Modelling the pleasure and joy that books provide
- ❖ Demonstrating that text has meaning
- ❖ Showing the characteristics of a fluent reader

At Leigh we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- ❖ Valuing the different ways that children make marks
- ❖ Teaching the physical skills which will enable them to control and manipulate writing tools
- ❖ Teaching how phonemes are represented through graphemes
- ❖ Teaching letter formation
- ❖ Providing children with genuine reasons to write
- ❖ Ensuring that writing tools and materials are readily available
- ❖ Modelling the pleasure and purpose of writing
- ❖ Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- ❖ Developing children's vocabulary by rehearsing orally what they are going to write

At Leigh we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- ❖ Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills
- ❖ Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
- ❖ Encouraging them to think logically so that they can make connections and solve problems
- ❖ Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas

At Leigh we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- ❖ Capitalising on children's innate desire to make sense of their own place in history
- ❖ Exploring the lives of people who are familiar to them comparing similarities and differences
- ❖ Introducing them to well known historical figures and events both within and beyond living memory
- ❖ Cultivating children's curiosity about people and events within and beyond their living memory
- ❖ Exploring historical information and artefacts to ask questions and draw conclusions
- ❖ Encouraging an appreciation of the natural world and recognising its similarities and differences
- ❖ Fostering a sense of awe and wonder about the world in which they live
- ❖ Developing an appreciation of other people, their communities and their traditions
- ❖ Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world
- ❖ Providing freedom to explore, investigate and experiment using the five senses
- ❖ Cultivating children's curiosity about how and why things work and how things change
- ❖ Encouraging questioning, testing out of ideas and drawing conclusions
- ❖ Fostering children's excitement and pleasure in the awe and wonder of natural phenomena

At Leigh we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- ❖ Providing children with opportunities to explore and experiment with different media and materials
- ❖ Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- ❖ Allowing children to use their own imagination to be uninhibited artists
- ❖ Encouraging children to investigate and explore a wide range of materials and tool
- ❖ Nurturing children's confidence to try new things
- ❖ Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes
- ❖ Providing freedom for children to be curious, experimenting with and creating their own music
- ❖ Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- ❖ Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

How we intend to implement this can be found in our Nursery & Reception Class long term plans. The termly overview sets out the desired impact of our teaching and demonstrates the skills and knowledge we aim for every child to achieve.

We are an inclusive school; we set high expectations and support individuals at every part of their learning journey in all circumstances. This should then enable all children to 'aim ever higher' and reach their full potential in all areas of learning within the EYFS.

