



# DOBCROFT INFANT SCHOOL

## Early Years Foundation Stage Curriculum Overview

It is our **intent** at Dobcroft Infant School to provide a safe, challenging and stimulating environment where children are encouraged to make decisions, and to be independent and self-confident learners. Our curriculum is broad, balanced, creative and relevant, and provides firm foundations for further learning and development through Key Stage One and beyond, and is based on the understanding that children develop at different rates. Staff are knowledgeable and understanding of the end points for the different areas of learning in the EYFS Framework, and through carefully planned activities and high quality interactions with staff and peers, alongside high quality continuous and enhanced provision, we support children working towards these end points. We encourage children to be curious, active learners who take ownership of their environment and their learning, and our use of effective 'In the Moment Planning', alongside our long term plans, allows staff to follow children's interests, scaffold learning, and deepen understanding of concepts and ideas brought about through play.

We pride ourselves on the great relationships that we establish with our families and community from the outset, and value their contributions both to their child's learning and development, and to the wider school community. Parents are asked to contribute to their child's learning journey at Dobcroft regularly through parent consultations, school visits, home learning activities, and open and honest dialogues with staff.

### Learning Seals

Our 'Learning Seals' are used as a visual prompt to remind children of the skills which they are developing throughout the year. Historically at Dobcroft, many children find getting something wrong, or being challenged by their learning, quite difficult. In Foundation Stage, the 'Learning Seals' are used as a way of reminding children to be resilient and resourceful learners, drawing on prior knowledge and having a growth mind-set. The 'Learning Seals' directly link to the Characteristics of Effective Teaching and Learning.

#### Be a risk taking learner

- Try learning at a high challenge level
- Use your thinking muscles
- Explore different ideas
- Be creative



#### Be a reciprocal learner

- Use the Working Together checklist
- Listen to your class-mates' ideas
- Explain your thinking
- Cooperate and share



#### Be a reflective learner

- Think and remember
- Evaluate your work
- Improve your work
- Work to achieve your targets



#### Be a resilient learner

- Try to solve a problem in different ways
- Show stickability
- Come back to a problem



#### Be a resourceful learner

- Gather everything you need to do a job
- Learn from your classmates
- Use classroom resources thoughtfully

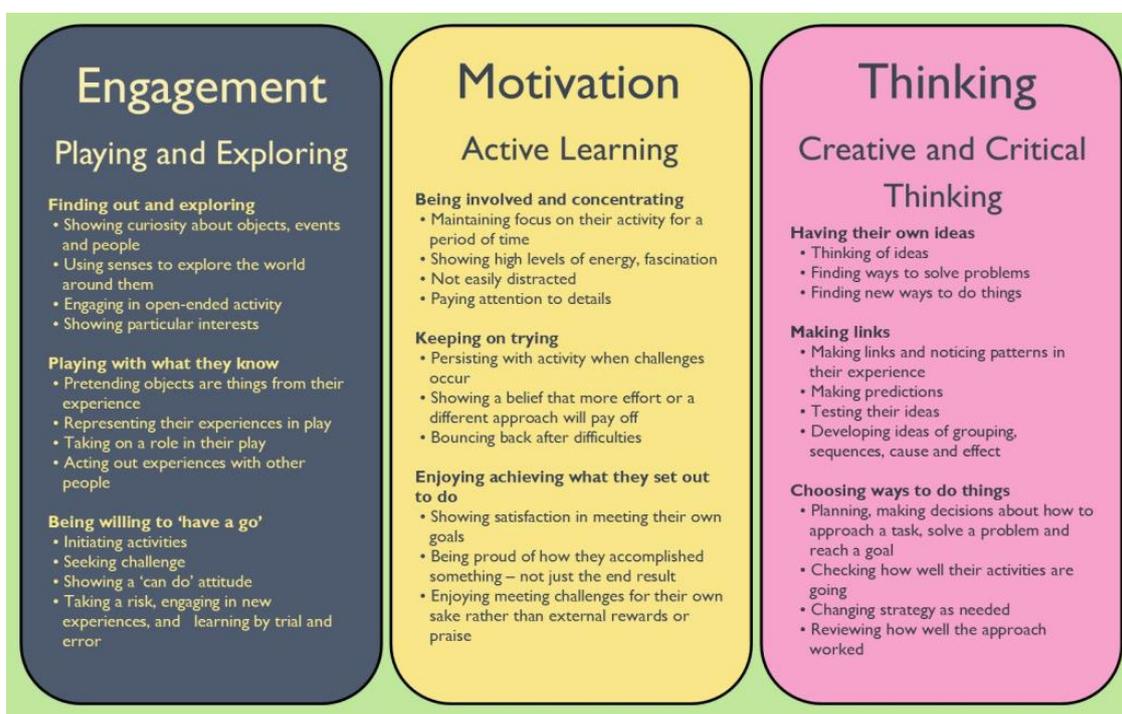


## Characteristics of Effective Teaching and Learning

These are the skills and attitudes that children are supported to develop throughout their time at Dobcroft Foundation Stage, and help us to see how and when children are learning. In short, children are learning when they are;

- Engaged
- Motivated
- Thinking

We use these characteristics to inform our practice and provision, providing opportunities for children to follow their own interests, make choices about their learning, and to be curious, confident, and excited. Alongside our 'Learning Seals', these characteristics are talked about in our EYFS classrooms, and children are encouraged to ask questions, be inquisitive, and to make links in their learning. The 'Characteristics of Effective Teaching and Learning' are all interwoven, but each has its own distinct features.



## Assessments

Staff in the Foundation Stage are knowledgeable and understanding of the end points for the different areas of learning in the EYFS Framework, and through carefully planned activities and high quality interactions with staff and peers, alongside high quality continuous and enhanced provision, we support children working towards these end points. Assessment of children's progress is ongoing, often done in provision and stemming from interactions between children and staff. Our dedicated 'Time to Talk' sessions allow staff to identify gaps in children's knowledge, and teach purposefully and directly to these **in the moment**.

## What does Teaching and Learning look like in the EYFS at Dobcroft Infant School?

### Communication and Language

The development of children's spoken language underpins all areas of learning and development.

Communication and language is taught implicitly throughout the curriculum, and staff frequently develop and enhance children's vocabulary and conversation.

The quality and number of children's interactions with adults and peers throughout the day in a language rich environment is crucial. Our indoor and outdoor environments reflect the importance that we place on this.

Staff model subject specific vocabulary and act as role models for children to articulate their understanding and develop their vocabulary.

Dobcroft places great emphasis on early reading and phonics. Adults read to the children daily, and actively engage them in stories, non-fiction, poetry, and rhymes. Texts chosen are emotionally diverse, inclusive, purposeful and high quality.

Through these high quality interactions, role play, modelling, and sharing ideas, children become confident and articulate, and use a range of vocabulary and language structures.

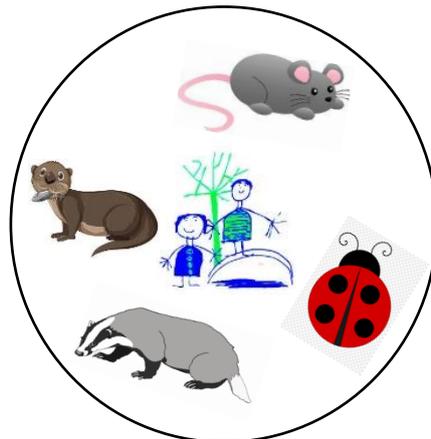
### High Quality Interactions

High quality interactions between children and their peers/staff.

'Time to Talk' dedicated time each day.

OWling – interjecting only when necessary or in order to bring the learning on.

In provision, during carpet sessions, 1:1 and in small groups.



### Planning

Long term planning shows progression of knowledge and skills throughout the year.

Short term planning on a week by week basis. This is Adaptive, flexible, responsive to the needs of individuals or of the cohort as a whole.

In the Moment planning allows staff to follow children's interests and plan opportunities to deepen understanding.

### Partnerships

With colleagues, governors, senior leaders, school to school collaboration.

Partnership with families is central to our practice. We invite them to share in their child's learning journey by sending in WOW moments and having open lines of communication with staff.

With the wider community: inviting in guest speakers, visiting places in and around the local area, participating in sports events, music performances and competitions which are Sheffield-wide.

### Environment

Our indoor and outdoor continuous provision encourages children to become confident, exploratory learners who ask questions and make links between different areas of learning.

There is a careful balance of child led and adult initiated learning in Foundation Stage. Children are given plentiful opportunities to explore their environment and learn through their play.

Enhanced provision is used to offer additional challenges, or to draw attention to specific areas of a topic, supporting children to make explicit links in their understanding.