



A voyage of discovery - we're sailing to success together... Early Years



I N T E N T	AIMS
	<p>In Reception we follow the principles of the Early Years Foundation Stage (EYFS) to give every child a happy, nurturing and inspiring start to school. Our environment encourages curiosity and independence through meaningful play and focussed teaching. Our team build positive relationships with children and families so that all feel happy and safe and ready to learn.</p> <p>We live our school values every day:</p> <ul style="list-style-type: none"> • We love learning – We explore, discover, and enjoy new challenges. • We learn everywhere – Indoors and outdoors, in nature and through real experiences. • We include everyone – We recognise that every child is unique and value how we can all learn from each other. We value parents as their child's first educator and involve families in their children's learning. • We make friends – We learn to share, play, and work together. • We are kind – We show care, empathy, and understanding. • We show respect – For ourselves, others, and our environment. • We keep safe – We learn routines, boundaries, and how to make safe choices. • We are healthy and active – We look after our bodies and minds and develop healthy habits.

I M P L E M E N T A T I O N	APPROACH
	<p>We follow the Statutory Framework for the Early years Foundation Stage. The 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.</p> <p>Learning is carefully planned for to ensure children access all 7 areas of Learning and Development in the EYFS. All these areas of learning are important and inter-connected. They are as follows:</p> <ul style="list-style-type: none"> • Communication and language • Physical development • Personal, social and emotional development • Literacy • Mathematics

- Understanding the world
- Expressive arts and design

The long-term plan for Reception links to the National Curriculum subjects taught in KS1 to ensure there is a progression in knowledge and skills throughout children's time at Trafalgar. Themes are chosen to ensure this progression and to link to children's interests.

Children learn by leading their own play, and by taking part in play and learning that is guided by adults. We encourage children to be lifelong learners by building on the characteristics of effective learning:

- 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 achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Throughout each day children have the opportunity to work with teachers: as a whole class; in small group activities focussing on foundational knowledge; and playing alongside and with them building their language, understanding and social skills. Children learn inside and outside, as well as in our woodland area and the locality.

As part of our curriculum we use schemes that ensure teaching is precise and systematic and identify any gaps in learning. These include:

- Little Wandle Letters and Sound Scheme for phonics. This introduces phonics systematically from the start of Reception and is taught daily.
- White Rose scheme for maths, with daily opportunities to build fluency in number skills.
- Nuffield Early Language Intervention to identify children with early language difficulties and support these children with an evidence-based intervention.

We share learning with families through the Seesaw learning platform as well as through displays, parent consultations and informal conversations on the door. We recognise and share all the different ways that children learn.

Throughout the Reception year resources and learning expectations are extended to ensure that by the end of the year children are ready and prepared for the expectations of year 1. At the end of the year we complete the EYFS Profile for all children. This assesses the level of development children should be expected to have reached by the end of the EYFS and is defined by the early learning goals (ELGs). This is part of the individual report we share with parents and Year 1 teachers.

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By the end of Reception, children leave the Early Years as confident, independent, and enthusiastic learners who are ready for the next stage of their education. Through high-quality teaching children make strong progress across all areas of learning in the **Early Years Foundation Stage (EYFS)**.

Our impact is seen in children who:

- **Have strong foundations in early reading, writing, and mathematics**, enabling them to access the Year 1 curriculum with confidence.
- **Communicate effectively**, expressing their ideas, needs, and feelings with growing vocabulary and clarity.
- **Develop positive relationships**, showing kindness, cooperation, and respect for others.
- **Demonstrate high levels of engagement**, curiosity, and enjoyment in their learning.
- **Are resilient and independent**, able to try new things, solve problems, and persevere.
- **Understand how to keep themselves healthy and safe**, making responsible choices in their play and daily routines.
- **Show confidence in exploring the world around them**, asking questions and making meaningful connections in their learning.

Children's progress is monitored through ongoing observation and assessment, enabling staff to identify next steps and ensure all children, including those with SEND or additional needs, are supported to achieve the best possible outcomes. As a result, our Reception children transition into Year 1 ready for the next step in their learning journey with their strengths and needs clearly shared with their families and their new teachers.