



Neroche EYFS Statement

At Neroche Primary School we work closely with families and our preschool setting to ensure all pupils who join our Reception class are able to thrive from the moment they begin their learning journey at school. We promote awe and wonder through the learning opportunities and the environment that we create. Each child at Neroche is a unique individual and through careful planning and clear communication with parents, our dedicated Reception staff work with the children in their care to support them on their personal learning journey. Our staff guide the children to be curious and have fun in order to develop their imaginations, their knowledge and understanding, their vocabulary and their problem-solving skills.

In the Early Years at Neroche we focus on an approach of nurturing and developing young children's curiosity and imagination. The environment plays an important role in this approach and is seen as an extension of the staff themselves. In our Reception Class, you will see lots of natural resources such as sticks, stones, pebbles and wood. These natural, loose-part resources offer the children so many possibilities in their play and in their learning. The shared outdoor learning space with the preschool, the school field and Forest School area, are utilised to maximise the experiences the children have within school. Wherever possible, the children's learning is brought to life. This could be through visitors to the school, trips out, engaging in experiments and activities such as cooking.

Through play, our children explore and develop learning experiences which help them to make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They are encouraged to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. In Reception the children are encouraged to have independence and control over their learning. The children are supported to think creatively and critically in order to make connections and problem solve.

The curriculum in Reception is split into half termly themes. Learning is carefully planned for, using the children's current knowledge and interests as a starting point in order to ensure knowledge, skills and understanding is sequential and built upon. Children learn through a

combination of engaging and enriching child-led and adult-led activities, making use of both indoor and outdoor learning environments.

Writing in Reception is linked to the half-termly themes as well as to Read Write Inc, which is the phonics scheme used at Neroche. All children in Reception take part in a daily phonics session following the systematic, synthetic phonics programme. This ensures that early reading skills are carefully planned and the needs of all children are met through assessing and grouping pupils regularly.

Reading plays a huge part of each day at Neroche. In the EYFS, our children are exposed to 5 texts a day and all our children engage in a daily guided reading session where they share copies of the same story until they become fluent in recalling the text. Our 5 A Day reading opportunity ensures that every child in Reception is exposed to a wide range of vocabulary and experience the joy of reading and sharing stories.

In maths the children build their knowledge and skills over time, ensuring that a deep understanding of number is prioritised so that children have a strong foundation of mathematical concepts. Maths is delivered through a mixture of adult-lead teaching and the children taking on a role in their play through using concrete objects and relating to everyday experiences. The children have access to continuous provision activities, which challenge them in their play relating to maths, this can be from measuring how far their car rolled down the ramp to making a pattern when painting. They build on their skills in counting, calculating simple addition and subtraction problems and describing shape, space and measure.

During a school day, the children in Reception typically arrive at school in the morning and, after welcome activities and the register, they engage in phonics, maths, reading and writing activities during the morning. Throughout the week, the children also participate in wider curriculum subjects through specifically planned adult-lead activities and through engaging with child-led continuous provision. Stories are shared throughout the day and speaking and listening skills are developed continuously, e.g., during lesson inputs, story times, assemblies and through Show and Tell in class. Pupils also work in small groups and/or 1:1 to enhance their learning opportunities based on their individual needs and learning journeys. Interventions and 1:1 reading also occur throughout the school day to support pupils to make the best progress possible.