



# Early Years Foundation Stage Portfolio

WEST HOVE  
INFANT SCHOOL  
.....  
A family of friends



# Early Years at West Hove Infants

‘No job is more important than working with children in the early years... When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow’  
Development Matters, 2020



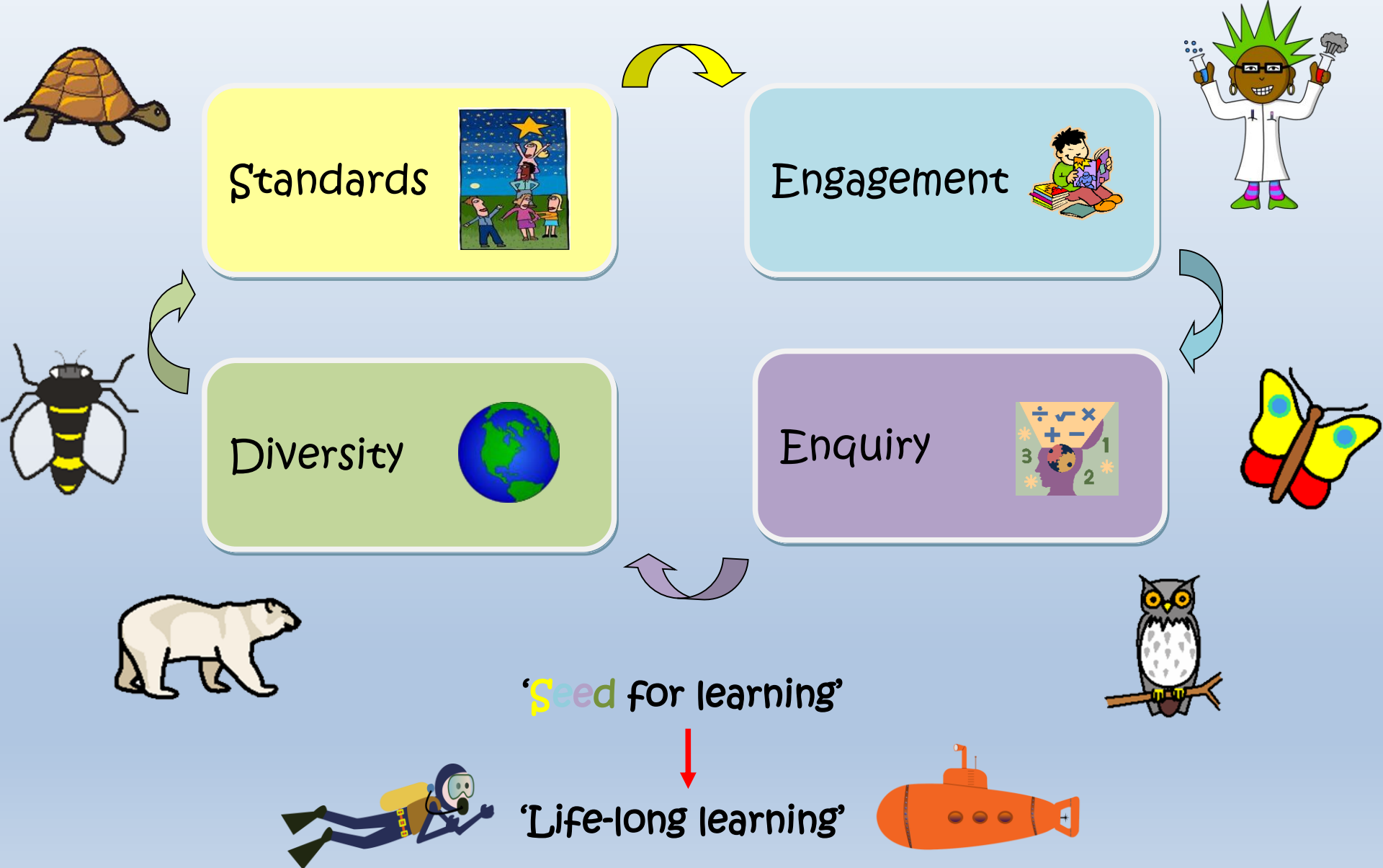
# Early Years at West Hove Infants

‘It is vital that we get to know and value all young children. All children learn more in the period from birth to five years old than any other time in their lives.’ Development Matters, 2020

At West Hove Infants our aims, principles and pedagogy fully supports the Early Years Foundation Stage framework (EYFS). We provide every child with the best possible start by laying a secure foundation for future learning.



# Curriculum Drivers : S.E.E.D.



Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



## Standards: Achieved by...



Developing a positive attitude to the process of learning:

Learning Characteristics, Growth Mindset, Learning Model, Learning Ladders



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges





'Stunning Starts',  
'Fabulous Finishes'



Local  
environment:  
walks, beach visit,  
Wish park

Visits and visitors:  
e.g. Zoolab, Space  
Dome



Challenge for all:  
Challenge Partners,  
Professor Prove it, 'Deep  
Dive' challenges



## Engagement



Theme days:  
Superhero Day,  
Art Day, French  
week



Learning outside.  
Active Learning.  
Sports & PE

Using children's ideas as  
starting points.  
Wonderful World of  
Me. Home Learning  
Projects



First hand  
experiences.  
Investigations.  
Problem Solving.  
Mastery &  
Challenge. Cross  
curricular links



Clubs:  
Storybones, Lego  
club, Science,  
Art & Craft etc!



Are you  
ready to  
learn?





Creative and Critical  
thinking: Growth Mindset,  
Learning Characters



Expressing opinions.  
Listening to and  
respecting other's  
opinions



Investigations &  
Problem solving.  
Exploring maths  
and science  
concepts: Lego  
club, Science  
club



Team work:

Discussion and  
Negotiation



Enquiry:  
Developed  
through:



Reasoning and  
Reflecting Justifying:  
'Professor Prove It'



Challenge Partners



Questions which  
promote exploration  
and discussion of ideas  
– no right or wrong  
answers



Generating own  
questions.



Mastery – Depth  
of Understanding



Learning through Play:  
Active Learning,  
Exploring, Innovating,  
Creating



Festivals: Eid, Diwali,  
Christmas, Chinese

New Year



Respect: Challenging stereotypes,



Behaviour and Anti-Bullying,



Restorative Justice, Refugee Week

Local community:

Children's

Parade, Let's

Dance



Diversity of  
language: Sharing  
home languages,

French



Diversity:  
Through  
celebration and  
awareness of...



Knowledge of other  
cultures and  
communities both in  
school and further  
afield: Around the  
World, Rainforests,  
French Week, people  
from different cultures/  
countries



British  
Values:  
preparation  
for life in  
modern  
Britain



A PSHCE curriculum  
that explores  
the diversity of gender  
representation, race,  
religion and family units  
in our Community



Awareness of  
others:



Displays,

Wonderful

World of Me!





# Characteristics of Learning



**We use learning animals to help children learn about the characteristics of effective learning. This helps equip children with the tools to become successful learners right from the start in their first year at school. This ties into the Characteristics of Learning featured in Development Matters - Playing and Exploring, Active Learning and Creating and Thinking Critically.**



Development  
Matters, and The  
Early Years  
Curriculum covers  
seven separate areas  
of learning

# Curriculum



# Aspects of Learning

## Prime Areas

The **prime areas** are important because they lay the foundations for children's success in all other **areas** of learning and of life

Communication and Language	*Listening, Attention and Understanding *Speaking
Personal, Social and Emotional Development	*Managing Self *Self Regulation *Building Relationships
Physical Development	*Gross Motor Skills *Fine Motor Skills

# Aspects of Learning

## Specific Areas

The **specific areas** refer to more subject based areas of children's learning.

Literacy	<ul style="list-style-type: none"><li>*Comprehension</li><li>*Word Reading</li><li>*Writing</li></ul>
Mathematics	<ul style="list-style-type: none"><li>*Number</li><li>*Numerical Patterns</li></ul>
Understanding the World	<ul style="list-style-type: none"><li>*Past &amp; Present</li><li>*People, Cultures &amp; Communities</li><li>* The Natural World</li></ul>
Expressive Arts & Design	<ul style="list-style-type: none"><li>*Creating with Materials</li><li>*Being Imaginative &amp; Expressive</li></ul>

## Curriculum Map

Note these are example plans, as by their nature they are adapted to the needs of each particular class.



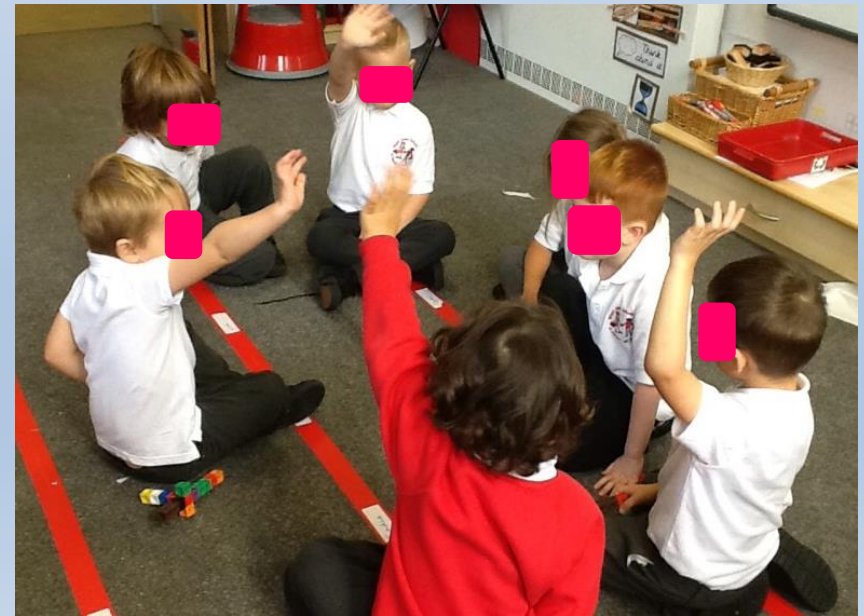
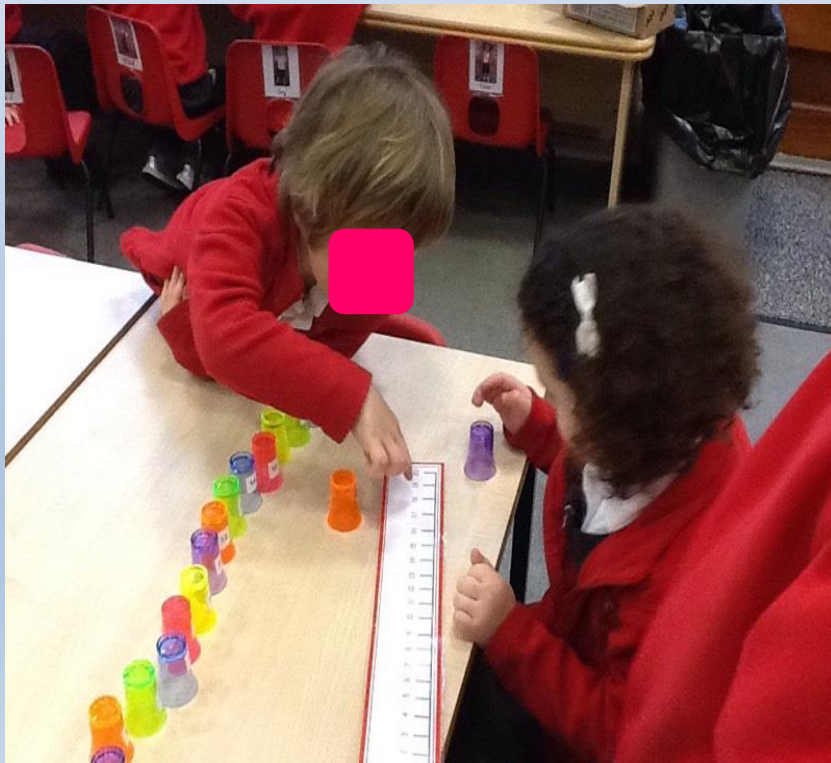
# Communication and Language in YR

## Listening, Attention and Understanding

### Communication and Language

#### Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.





# Communication and Language in YR

## Speaking

### Communication and Language

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.



# Personal Social Emotional development in YR

## Making Relationships

### Personal, Social and Emotional Development

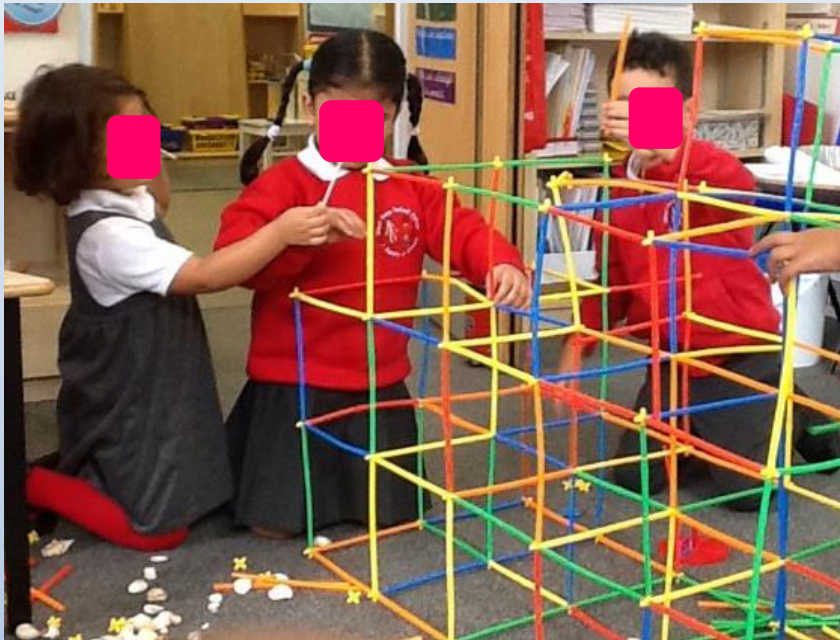
#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.





# Personal Social Emotional development in YR



## Personal, Social and Emotional Development

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Managing Self

# Personal Social Emotional development in YR



## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

## Self Regulation





# Physical development in YR

## Gross Motor Skills



### Physical Development

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

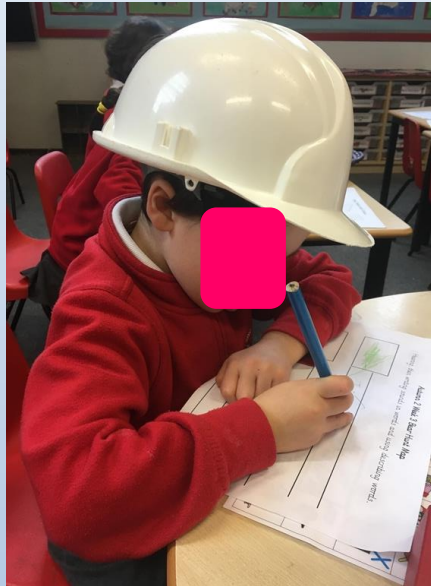
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Fine Motor Skills



# Literacy in YR

## Comprehension, Word Reading & Writing



### Literacy

#### Comprehension

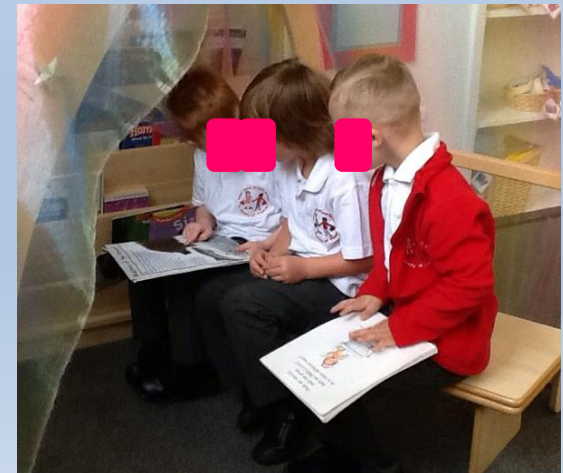
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.





# Mathematical development in YR

## Numbers and Numerical Patterns



### Mathematics

#### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

#### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



# Understanding of the World in YR



## Understanding the World

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

## People, Cultures & Communities



# Understanding of the World in YR

## The Natural World



### Understanding the World

#### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.





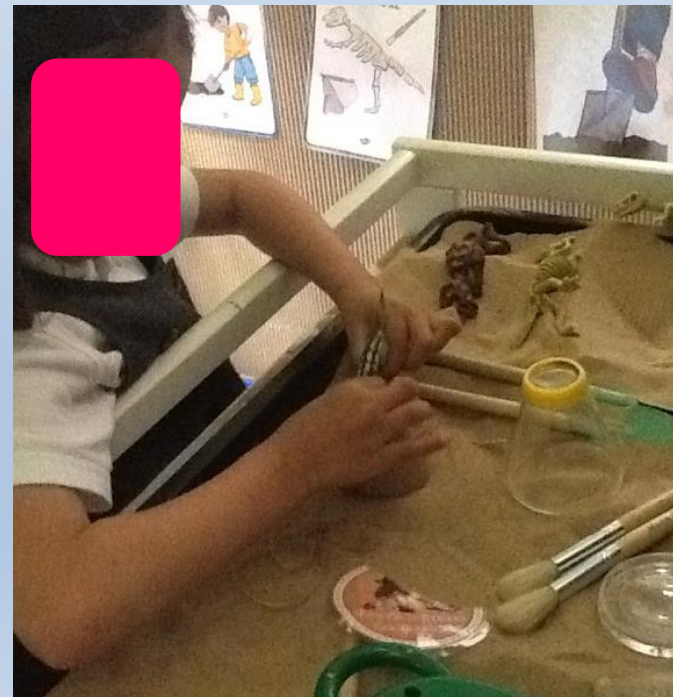
# Understanding of the World in YR

## Past & Present

### Understanding the World

#### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



# Expressive Arts and Design in YR

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.



## Creating with Materials



# Expressive Arts and Design in YR

## Being Imaginative



### Expressive Arts and Design

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.





# Outside environment



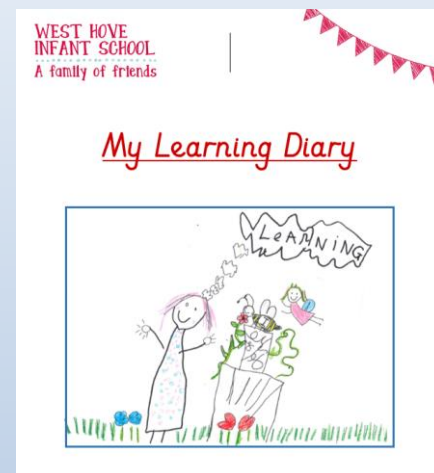
The outside environment at West Hove Infants is a true reflection and extension of the learning we do in classrooms. Different areas target all aspects of the curriculum and enable children to learn in a holistic and meaningful way. From growing their own plants in raised beds, to making mud pies in the PTA funded sensory kitchen, every day is enriched by our outside classroom.



# How to support my child at home

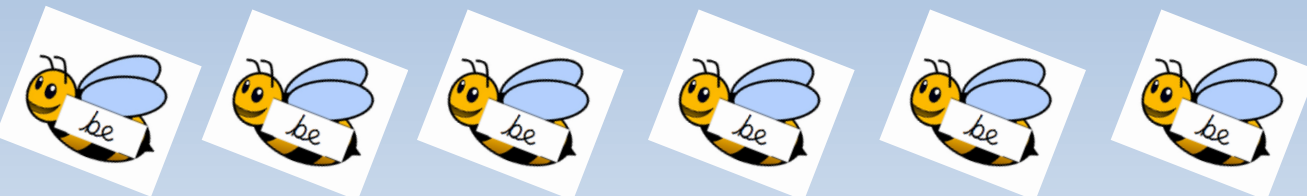


We hold parent and carer training sessions throughout the year on subjects such as 'Helping your child to read' and how to use our 'Interactive Learning Diary'.



We send home 'Busy Bee' words most weeks to help children learn non-decodable words

Every child has a Learning Diary that the teacher sticks targets in for your child each half term, as well as writing individual notes on their reading progress.



# How to support my child at home

The following websites and apps are recommended as teacher's favourites!

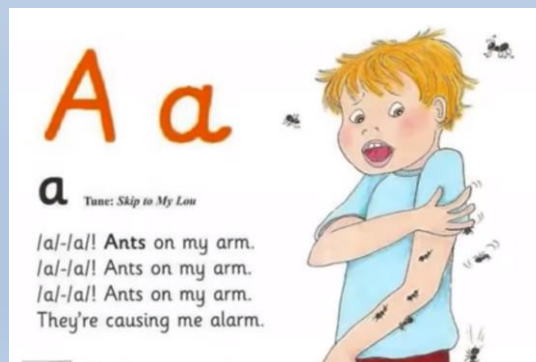
**Busy Things**  
Teach • Laugh • Learn



**Oxford**  
**OWL**



**PhonicsPlay.co.uk**



Jolly Phonics songs on YouTube!

# How to support my child at home



Have a look at our 'My Little Book of Fun things to Do'. These have been sent home but are also available on our [website](#).