



EYFS on a page at High Ash



Aims & Early Years Intent

- **Holistic & Play-Based Learning:** Delivers a balanced curriculum combining child-initiated continuous provision with targeted, adult-guided instruction across all seven areas of learning.
- **Communication & Language Focus:** Prioritises early vocabulary acquisition, active listening, and high-quality back-and-forth interactions using structured interaction models.
- **Physical & Motor Mastery:** Builds gross motor stability alongside fine motor control to secure pencil grasp mechanics, handwriting automaticity, and self-care independence.
- **Self-Regulation & PSED:** Fosters personal, social, and emotional development through explicit co-regulation strategies, building resilience, empathy, and collaborative play habits.

EYFS non-negotiables

Classroom Environment & Continuous Provision

- **Enquiry & Play Zones:** Learning environments feature high-interest, continuous provision zones equipped with open-ended materials that mirror current learning priorities and seasonal themes.
- **Experiential Learning & Managed Risk:** Integrates authentic hands-on stations—including dedicated woodwork toolbenches and an outdoor Forest School environment—to teach practical tool safety, hazard/risk management, and problem-solving.
- **Reflective & Calm Spaces:** Classrooms include quiet reflection areas and co-regulation spaces equipped with visual calming aids, sensory tools, and open-ended provocation materials.
- **Vocabulary-Rich Displays:** Working walls and provision areas display mapped Tier 2/3 "Star Words," visual prompts, graphic organisers, and sentence stems to encourage independent talk during play.

Planning & Scaffolding

- **Sequential Component Planning:** Curriculum planning breaks foundational concepts into small, granular component skills, allowing practitioners to scaffold learning adaptively across all entry points.
- **Interaction Scaffolding (SHREC & "Watch, Wait, Wonder"):** Adults utilise the SHREC framework (*Share attention, Respond, Expand, Conversation*) alongside a "Watch, Wait, Wonder" approach to observe play before stepping in to model, scaffold, and extend learning naturally.
- **Adaptive Provision & Inclusive Access:** Learning environments and adult interventions are flexibly adapted to support all children, including SEND children and pupil premium children, ensuring equitable access across all play zones.

Assessment, Tracking & Transition

- **Low-Burden Component Matrix:** Assessment is driven by a streamlined tracking matrix monitoring specific, observable component markers across core motor, oral language, and mathematical subtitising skills.
- **Authentic Evidence Gathering:** Learning is captured naturally through observational photos, floor books, physical mark-making samples, and individual portfolios—eliminating unnecessary recording.
- **Cross-Phase Moderation & Year 1 Alignment:** Joint termly moderation sessions with Year 1 teachers calibrate assessment accuracy using standardized progression frameworks (e.g., IAACW Skills Ladder), securing seamless baseline handovers.

Early Substantive Knowledge (What Children Know)

- **Communication & Literacy:** Building core phonic decoding rules, foundational sentence structures, rich Tier 2/3 vocabulary, and story sequencing patterns.
- **Mathematics:** Developing secure cardinal values, subtitising quantities up to 5, spatial reasoning, shape properties, and early pattern structures.
- **Understanding the World & Expressive Arts:** Exploring physical environments, natural materials, past vs. present concepts within families, digital tools, color mixing, and musical rhythms.

Early Disciplinary Knowledge & Inquiring Minds (How Children Think)

- **Thinking Like a Scientist:** Observing natural phenomena, making predictions, testing properties in water/sand play, and noticing physical changes over time.
- **Thinking Like a Historian:** Exploring personal timelines, comparing artifacts/photos from the past with the present, and discussing family traditions.
- **Thinking Like a Geographer:** Mapping immediate environments (classroom, school grounds), identifying local weather patterns, and exploring contrasting global habitats.
- **Thinking Like an Engineer or Artist:** Designing structures with purpose, selecting tools safely to solve physical problems, and experimenting with diverse media and techniques.