


Reach for the Stars


EYFS Intent:

At Oakridge, we believe that the Early Years Foundation Stage is a crucial stage in a child's development, during which their passion for learning is ignited through an education that is rich in wonder and memorable experiences. Through these experiences, we enable children's natural curiosity and creativity to flourish alongside the purposeful acquisition of the necessary knowledge, skills and understanding that are crucial to their future success. Hand-in-hand with developing our children as adept learners, we nurture the special personal qualities that will shape our young children's characters as they journey through our EYFS and beyond 'The Oakridge Way'.



EYFS Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
Developing lifelong learners	Metacognition through the canopy of The Oakridge Way 	<ul style="list-style-type: none"> Metacognition is built into our interactions with children across all contexts. The shared vocabulary for learning is modelled to and used by the children to develop their understanding of being an effective learner, e.g., "I'm just going to get a sound chart to see how to write that sound, I'm being resourceful!" (SV, April 24) Children are given frequent opportunities to practise and apply their learning through both adult-led learning and the continuous provision.
	Unique discipline in each subject	<ul style="list-style-type: none"> Discrete teaching of the subject specific knowledge, skills and understanding for each area of learning takes place, e.g., 'Were going to behave like artists today and use our observational skills for drawing this.' / 'Mathematicians check their answers'. We use subject-specific vocabulary with children which we identify on our planning, e.g., primary colour, plant part names etc.
	Secure fundamental basic skills in Reading Writing and Maths	<ul style="list-style-type: none"> There is a rigorous approach to the teaching of Phonics and reading across EYFS and attainment in reading is excellent. In 2023, 97% of children achieved the ELG for Reading. Only one child, who has complex SEND, did not achieve the ELG. This year, we are on track for 93% of children achieving the ELG for Reading, with two children with complex SEND currently not on track.

		<ul style="list-style-type: none"> • Maths, No Problem! is followed in Reception in line with KS1&KS2. Reception also use Mastering Number to ensure children secure early number sense. • A love of reading is nurtured through inviting reading areas with a wide range of texts that regularly change to maintain interest, daily story and rhyme times, storyteller visits, a local library visit and through Story Dough and Drawing Club sessions. • Children in Nursery and Reception are provided with many opportunities to write within the Continuous Provision, including in the role play and investigative areas. In Reception, children each have their own individual writing book which they can choose to draw and write in at any time. Drawing Club offers an exciting and motivating hook for writing.
Key Driver	Promoting	Rationale and Evidence
Enrichment	Education visits, visitors, theme days, after school clubs, paired year group work	<ul style="list-style-type: none"> • High-quality and ambitious educational visits are planned to provide first-hand experiences to support our learning focuses, e.g., a farm visit in Nursery to enhance new life/life cycles learning and trips to Blists Hill and The National Space Centre in Reception. • A trip to the Post Office, as well as the annual Soup Party and Pudsey Party enhance learning in Nursery. • The annual Campfire Night, Dragon Night and visit from Spiderman enrich learning focuses in Reception. • Nursery and Reception join together for shared celebrations such as Christmas, Diwali, Chinese New Year, Mother's Day, Father's Day, Beach Day Bonanza. • Visitors are invited into school to talk to the children about their jobs/roles in society, e.g., police, cook, nurse etc. • Nursery have a visit from a local storyteller and visit the local library for a storytelling session.
Key Driver	Promoting	Rationale and Evidence
Making a positive contribution	The roots of 'The Oakridge Way' 	<ul style="list-style-type: none"> • The roots are constantly referred to, modelled and celebrated in EYFS. House tokens are awarded linked to these. • Stories promote the themes of kindness, respect etc.

	<p>British Values</p>	<p>Democracy:</p> <ul style="list-style-type: none"> • We give children daily opportunities to choose which activities they are going to do and to follow their own interests within the provision. • We invite children to vote for story time texts, role play areas etc. • We provide opportunities for children to take turns and share resources. • We support children in identifying their emotions and talk about reasons for these emotions. <p>The rule of law:</p> <ul style="list-style-type: none"> • The Oakridge Way promotes positive behaviour. • We invite members of the police force to visit and learn about ‘people who help us’ and the laws and rules that we need to follow in society. • We support children to understand their actions and the consequences. For example, by explaining to them how something they have done might have made another child feel instead of just asking them to say ‘sorry’. Children learn rules for successful play, e.g., 4 people in the role play area at a time. <p>Individual Liberty:</p> <ul style="list-style-type: none"> • We provide opportunities for children to take risks and develop their self-esteem and increase their confidence in their own abilities. • We encourage a range of experiences that allow children to explore the language of feelings and responsibility. • We provide time for children to voice their own feelings and understand that they are free to have different opinions. <p>Mutual respect and tolerance of those of different faiths and beliefs:</p> <ul style="list-style-type: none"> • We are inclusive, respectful and value all faiths, cultures and races. • We ensure that all children’s faiths and cultures are reflected in our resources, e.g., books, home corner, dressing up etc. • We provide resources and activities that challenge gender, cultural and racial stereotyping. • We share stories that reflect the values and the diversity of children’s experiences.
	<p>Healthy Relationships</p>	<ul style="list-style-type: none"> • PSED permeates our curriculum, with children having frequent opportunities to play and learn collaboratively, building positive relationships with their peers. They have opportunities to work with a partner, as well as small and large groups.
<p>Key Driver</p>	<p>Promoting</p>	<p>Rationale and Evidence</p>
	<p>Resilience</p>	<ul style="list-style-type: none"> • Our powerful learning character Resilient Ronnie and his story is used to teach children about resilience. He is also

Developing character		<p>placed with activities/challenges within the provision to promote resilience.</p> <ul style="list-style-type: none"> • The theme of resilience is explored through stories and non-fiction texts, e.g. The adventures of Tom Crean.
	Independence	<ul style="list-style-type: none"> • Children are encouraged to take personal responsibility for familiar routines, e.g., putting their belongings away, self-registering, dressing and undressing. • Children are given opportunities in the continuous provision to practise and apply knowledge/skills that they have been taught, leading to increasing levels of independence as children's confidence and competency develops.
	A celebration of effort and hard work	<ul style="list-style-type: none"> • House tokens are given linked explicitly to the canopy and the roots of The Oakridge Way. • Positive notes, Golden book certificates, head teacher visits/stickers are all used to celebrate and praise children's efforts.