

Long Term Planning

In the Foundation Stage we plan and deliver the EYFS curriculum through a themed /topic approach. Therefore learning is cross curricular and not compartmentalised into discrete subjects for pupils. This also ensures that the topics we teach will cover all 7 areas of the EYFS Curriculum both indoors and out. The development matters statements that we cover are set out in the long term plan. This long term plan is intended to ensure coverage of the EYFS Curriculum but it is important to be aware that some statements are on-going and not necessary hierarchical. Children working at exceeding levels will be planned for using exceeding and Year One National Curriculum statements. The long term plan will be altered/added to for this purpose.

Medium Term Planning

For each topic a medium term plan is written that shows in detail how we intend to meet the objectives for all 7 areas of the EYFS. It also clearly sets out the skills, language development, cross curricular learning and how previous learning can be built upon. In addition to this it shows opportunities where children can apply what they have learnt through child initiated opportunities and planned independent tasks.

How are topics chosen and how long will each topic last?

The EYFS at Hexham First School is a child centred environment. This means that topics are chosen in consultation with the children. Consequently, they can (and do) vary from year to year depending on the needs and interests of a particular cohort. Topics last as long as the children continue to find them a stimulating context in which to learn. Observations and evaluations will inform these changes.

Continuous and enhanced provision

In our Foundation Stage setting we provide and plan for areas of continuous provision. These areas are available on a daily basis for children to select resources from. They are carefully planned so that the provision we are enhancing is linked to the weekly learning intentions/development matters statements, children needs, interests and skill development.

Timetabling of the day

The timetable of the day is set up to ensure that the children have uninterrupted periods of time to become engaged in their play and follow their own lines of enquiry. Children know that they can return to a project that they have started and the adults in the setting value and support children to do this. Throughout the day we ensure a balance of adult focused teaching sessions, adult structured independent tasks and opportunities for child initiated play. During these sessions the adults in the setting will be observing play to see where it is appropriate to intervene and extend learning through questioning that challenges children's thinking.

As the Reception Class year progresses there will be shift in the balance of teaching sessions as we prepare children for the transition into Key Stage One.