



Early Years Foundation Stage

Subject Leader Report 2024-2025



Subject Leader: Clara Clark

Autumn Term

The Early Years Foundation Stage (EYFS) at Masefield Primary School provides a strong foundation for children in their first stage of formal education. The EYFS curriculum is designed to support and nurture children's development across multiple areas, ensuring they are well-prepared for their transition into Key Stage 1. This approach has proven highly successful, as demonstrated by the high demand for places in the Reception class, which has led to Masefield being oversubscribed for this year's intake. Additionally, an increase in the demand for Nursery places has prompted the decision to extend the Nursery classroom during the Christmas holidays, further expanding the number of children able to join the school's EYFS.

Overview of EYFS Provision: Masefield Primary School's EYFS provision serves children aged 3 to 5, divided into two classes: Reception and Nursery. Following the statutory framework for the Early Years Foundation Stage, the curriculum ensures that all children receive a balanced, engaging, and inclusive education. The learning environment, both indoor and outdoor, is regularly enhanced to reflect the knowledge and skills being developed in each curriculum area. Since the start of the academic year, the children have made significant progress, particularly in acquiring knowledge about their families, the seasons, and various celebrations.

Teaching Methods: The teaching approach at Masefield Primary School is child-centered, incorporating both structured and free-flow activities. Teachers combine direct instruction with play-based learning, ensuring that the learning environment is carefully set up to foster independent learning. In the Reception class, structured activities are balanced with opportunities for child-initiated learning, helping children to develop independence, problem-solving skills, and creativity. Outdoor learning plays a key role in the EYFS curriculum. The children regularly engage in activities that promote physical development, teamwork, and an understanding of nature. The school also utilises the local community and surrounding resources to provide real-world learning experiences. The children have been introduced to all areas of the classroom, with clear guidance on how to access these spaces to enhance their learning.

Assessment and Progress: Children's progress is closely monitored through both informal and formal assessments. Observations are regularly recorded on Seesaw, providing a comprehensive record of each child's development. These observations are used to track progress against the Early Learning Goals (ELGs) and help plan next steps in the children's learning journey. A collaborative approach is adopted, with valuable input from parents and caregivers contributing to the overall understanding of each child's development.

Inclusion and Support: Masefield Primary School is committed to providing an inclusive education for all children, ensuring that every child, including those with additional learning needs or English as an additional language (EAL), has access to a curriculum that meets their individual needs. The EYFS team works closely with support staff, outside agencies, and parents to offer tailored interventions and resources. A significant number of children have been identified as needing additional support, particularly in the area of speech and language. As a result, these children have been referred to the Speech and Language Service, and the school continues to provide Wellcomm interventions to support their development.

Parental Engagement: Parental engagement is a core aspect of Masefield Primary School's ethos. The school fosters strong home-school partnerships and actively encourages parental involvement in their children's learning. This is achieved through regular communication with parents via newsletters, workshops, and learning journals. Parents are also invited to engage directly in the classroom, participating in activities and attending various sessions such as parents' evenings and stay-and-play sessions. The recent introduction of the school's pet rabbits, Doris and Derek, has been a particular



Early Years Foundation Stage

Subject Leader Report
2024-2025



highlight for children and parents alike, creating a shared experience that enhances the school community.

Conclusion: The Early Years Foundation Stage at Masefield Primary School offers a nurturing, enriching, and well-balanced environment that supports the development of children across all areas of learning. The combination of play-based learning, structured activities, and an inclusive approach ensures that children develop the necessary skills to thrive in later stages of education. The strong collaboration between parents, teachers, and support staff contributes to the ongoing success of the EYFS provision, providing a solid foundation for children's lifelong learning journey. With continued expansion and support, the future of the EYFS at Masefield Primary School looks bright.



Gravel pit





Early Years Foundation Stage

Subject Leader Report 2024-2025



Spring Term

Nursery:

This term, the children in Nursery have been exploring the theme of "People Who Help Us." They have focused on understanding the important roles of professionals such as doctors, nurses, dentists, and vets. To deepen their learning, the children had the exciting opportunity to welcome a paramedic into the classroom, where they learned valuable safety tips and how to keep themselves safe in different situations.

In addition, the Nursery children have been learning about life cycles. They studied the life cycles of butterflies and chicks, observing the stages of growth and development. This hands-on learning helped the children understand the concept of change and growth in the natural world.

In mathematics, Nursery children have been developing their understanding of numbers 1-5 and learning about 2D shapes. Through practical activities and games, they have become more confident in recognising and using numbers and shapes in their environment.

In Phonics, the children have started to look at pictures and objects that begin with the same initial sound. They have also continued practicing blending sounds to help with early reading skills.

Reception:

In Reception, the children have also been focusing on "People Who Help Us." They have explored the roles of police officers, firefighters, paramedics, and postal workers. The children were thrilled to have visits from both a paramedic and a postal worker, which gave them real-world insight into these important jobs. The children particularly enjoyed running their own post office in the classroom, where they practiced communication and organisational skills.

The Reception children have also been learning about life cycles, particularly the life cycle of a human and a bean plant. They have planted their own sunflowers and beanstalks and have enjoyed watching them grow. This learning has been enhanced by discussions about what plants need to grow, the parts of a plant, and their functions. The children are gaining an understanding of how living things develop and the importance of caring for the environment. This learning will be further enhanced by a trip to the farm, where the children will have the opportunity to observe and learn about animals and their life cycles firsthand.

In mathematics, Reception children have worked with numbers to 10, exploring number bonds to 5 and 10, as well as doubling and halving. They have also been learning about 3D shapes, helping them understand the properties of different objects in their world.

In Phonics, Reception children have now learned all of the Set 2 special friends and have continued to develop their reading fluency. Their confidence in blending sounds to form words has been growing, and they are increasingly becoming independent readers.

Conclusion:

Both Nursery and Reception children have had an engaging and productive term, with a focus on learning about people who help us, life cycles, and developing key skills in maths and phonics. The



Early Years Foundation Stage

Subject Leader Report
2024-2025



children's curiosity and enthusiasm for learning have been evident, and they continue to make excellent progress in all areas of their development. We look forward to building on this learning in the coming terms.



Summer Term



Early Years Foundation Stage

Subject Leader Report 2024-2025



Overview

This academic year has been one of significant growth and achievement for the Early Years Foundation Stage at Masefield Primary School. Through a rich, nurturing, and engaging curriculum, our children have flourished across all areas of learning, laying firm foundations for future success. The EYFS team have worked collaboratively to provide a high-quality learning environment where every child is supported to thrive both academically and emotionally.

Reception Outcomes and Progress

- **Good Level of Development (GLD):**
73% of our Reception pupils achieved a **Good Level of Development**, a strong outcome reflecting the quality of teaching, targeted interventions, and the breadth of experiences offered throughout the year.
- **Phonics Progress:**
Reception pupils made **outstanding progress in RWI Phonics**, with almost all children demonstrating increased confidence in blending, segmenting, and reading fluently. Regular assessment, high-quality teaching, and targeted support have ensured that all learners, including those with additional needs, have made strong gains.

Curriculum Enrichment

- **Educational Visits:**

Reception enjoyed a **wonderful trip to the farm**, enriching their understanding of the world and providing memorable hands-on learning experiences linked to our curriculum themes.

Nursery had an exciting **visit from the mobile farm**, which brought learning to life and sparked curiosity, conversation, and joy amongst our youngest learners.

- **Outdoor Learning & Forest Skills:**

A key strength this year has been the integration of **outdoor learning workshops and forest skills sessions**, with a strong focus on nature-based learning and risk-taking in a controlled environment. Parents were invited to **participate in outdoor learning workshops**, gaining insight into how outdoor play supports physical development, resilience, and problem-solving. Feedback was highly positive, with families appreciating the opportunity to engage in meaningful activities with their children, such as den-building, natural crafts, and storytelling around the fire circle. These sessions helped bridge school and home learning, reinforcing the value of outdoor exploration.

These experiences have not only enhanced curriculum delivery but also supported children's personal, social, and emotional development.

Parental Engagement

- **Stay and Play Sessions:**

Our **stay and play sessions** have been a resounding success. Parents and carers have valued the opportunity to engage with their children's learning, observe teaching strategies, and gain confidence in supporting learning at home. The sessions have also strengthened the home-school partnership and reinforced our shared vision for early years learning.



Early Years Foundation Stage

Subject Leader Report 2024-2025



- **Transition Activities:**

We have carefully planned and delivered a programme of visits for our children who will be **joining Reception in September**. These sessions have enabled children to explore their new environment, meet familiar adults, and begin building positive relationships. Feedback from families has been overwhelmingly positive, and the children have shown increasing confidence and excitement about starting school.

Transition and Readiness

- **Nursery to Reception:**

Our Nursery children are well-prepared for the transition to Reception. They have developed strong communication skills, independence, and an eagerness to learn that will support them in taking their next steps with confidence.

- **Reception to Year 1:**

Reception children are ready for the challenges of Key Stage 1. Their strong foundations in early reading, writing, and mathematics, alongside well-developed social and emotional skills, ensure they are well-equipped to continue their learning journey successfully.

Next Steps

- Continue to develop our outdoor provision across both Nursery and Reception to enrich continuous provision.
- Further embed early writing strategies to build upon the excellent phonics progress.
- Maintain high levels of parental engagement through workshops, stay and play sessions, and open classrooms.
- Ensure smooth transitions with ongoing collaboration between EYFS and KS1 teams.

Conclusion

The EYFS at Masefield Primary School has had a successful and enriching year. From excellent phonics progress and strong GLD outcomes to unforgettable trips and meaningful parental engagement, our youngest learners have had a year full of growth, discovery, and achievement. The entire team should be proud of the strong foundations laid for these children, ensuring they are well prepared for the next stage of their education.





Early Years Foundation Stage

Subject Leader Report
2024-2025

