

EYFS Curriculum Intent, Implementation, Impact



The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years

Intent

In EYFS, our curriculum is broad, balanced and language rich. We recognise and build upon prior learning and work alongside parents and existing settings to ensure we understand every unique starting point. All of our lessons are planned with communication and language at the core. We endeavour to help develop each child's executive function and self-regulation in order to set them up for success throughout the rest of their education and beyond. We intend to motivate our learners and to ripen their lifelong love for learning.

We hope to build the knowledge, skills and understanding of each and every child, considering all learning styles and needs. We want to help them achieve their full potential physically, verbally, cognitively, creatively and emotionally whilst also embedding a positive attitude to school.

Through our play-based environment, we teach our learners to be resilient and to persevere with any challenges they face. Our environment is conducive to support children in building relationships with adults and peers.

All members of the EYFS team are competent in teaching all the aspects of the curriculum and we continue to seek CPD opportunities to further develop our expertise. We all work hard to provide a kind, caring and happy environment so that all children feel respected and valued.

By the end of FS2, our intent is to ensure that all lessons and activities provide children with transferrable skills which enable them to make good progress ready for the transition to year 1.

Implementation

We plan three topics per year which provides the opportunity to plan and deliver lessons in line with children's interests as well as relevant themes which will ensure learning is broad. Within each topic, we plan and resource carefully, making sure we use lots of hands-on learning and practical resources. Our topics are sequential but we ensure that we revisit learning so that children have the opportunity to embed and deepen their knowledge and understanding.

Each week, children complete several adult-led focus tasks in core subjects. These include a variety of written tasks, group games and practical activities. This allows staff to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. We implement, the 'Little Wandle Letters and Sounds' SSP scheme. This is a fast-paced scheme which allows us to keep learning moving whilst covering the gaps with reactive intervention groups.

Our wider curriculum is taught through the learning areas; 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELGs feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, opportunities are being put in place to upskill colleagues throughout school so that they are aware of the key ELGs which link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology

in foundation subjects, and such vocabulary will be modelled (both verbally and orally) by supporting practitioners.

When children are not working with an adult, they are able to access continuous provision. Continuous provision is a play-based learning in which we initiate a blend of planned-focus activities and free-flow access to both indoor and outdoor provision. Children are able to decide where they learn best and this is where children can develop their motivation and independence towards learning. Adults use this opportunity to work alongside children in their play, ask them to articulate what they are doing and provide opportunities to challenge and deepen the knowledge and skills being developed in each area.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is smooth and allows them to reach their potential with the support needed. We organise transition days, parent workshops, opening evenings, records of achievement, a home-school reading record as well as more frequent informal communication to suit individual families. Children have homework tasks set weekly and running alongside them is their own Adventure Journal. This provides the opportunity for parents and children to share any achievements, activities and successes they are particularly proud of out of school.

Impact

We aim to be at least in line with the National and Local Authority data for all children achieving Good Level of Development.

We measure progress and children's learning across the year, through formative and summative assessment. On entry, we use the Statutory Baseline Assessment along with transition documents from Feeder Settings. We also complete half termly phonics assessments and short mathematic check points. Our termly floor books give an oversight to the skills taught and contains our weekly quizzes which provide an insight into the children's understanding. Our assessments are also based on the teacher's knowledge of the child through play and discussions, the work in books and in their topic folders. To support our judgements, our teaching and pedagogy are reviewed and evaluated regularly through discussions with the Year 1 teacher and we also use the DFE Early Years Foundation Stage: Exemplification Materials.

The Early Years provision features in areas of the School Improvement Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS team, the headteacher, curriculum leads and the assigned governor.

The impact of our curriculum is also measured by how effectively it helps our pupils develop into well rounded individuals who carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. By the time they leave EYFS and go into Year 1, they have made good progress from their starting points and have our school values embedded.