



Intent

It is our intention that our Early Years curriculum educates all children in the knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners. Through our provision, it is our hope, that these character traits influence positively, their engagement with all areas of the curriculum and school life as they grow. Our EYFS is not a 'one year' notion, but the strong base from which future success grows.

We aim to develop the traits listed above by providing an environment in which children can learn and develop within an ethos of openness and excitement supported by adults who are experienced and confident in Early Years education. We prioritise play and child-initiated responses. They are the core of our approach to teaching and learning. We endeavour to provide our children with stimulating and meaningful surroundings, with the use of engaging and relevant resources, responding to their questions, talk and interests in our commitment to their holistic development. Our unique children, their individual needs and interests, lead our thinking and help to create our provision.

We consider the emotional, physical, social, moral, spiritual and cultural development of each child whilst ensuring all of our children to have a voice and be listened to. Our children will have access to a broad and rich curriculum, enriched with visits, visitors and authentic resources. These experiences, we hope, will develop the essential skills and cultivate interests and attitudes that will become part of their unique identity. Our ultimate aim is for all children to flourish holistically.

| | Characteristics of Effective Learning | The Uniqueness of each child and equality of opportunity | Enabling Environments | Positive Relationships and Staff CPD |
|---|--|--|---|---|
| Underpinned by | In our EYFS, we motivate children in order to promote success. The environments and opportunities we provide will allow learners to actively learn; play and explore; create; and think critically. Children's interests and motivators will be taken into consideration at all times. Encouraging awe and wonder in children's learning experiences is at the root of what we aim do. | Whilst formative assessments remain fundamental, children are not limited by pre-defined summative assessments and judgements. We aim to provide children with experiences they may not have encountered yet, preparing them for future success and providing them with the best possible start to their schooling. The curriculum design ensures that the needs of individual children including SEND, disadvantaged and small groups of children can be met within our environment of high quality first teaching supported by targeted interventions where appropriate. | Our EYFS team understand the need for a rich and engaging environment. Therefore, the environment has been designed to stimulate and encourage children to engage deep and open-ended play. Our outdoor environment is an integral part of our provision and children are encouraged to engage with the natural world on a daily basis, including a Forest School session once every 3 weeks. | We endeavour to create caring, strong and secure relationships with all children alongside a respectful and open partnership with parents and families. Our leaders understand that to maintain high standards of quality first teaching we need invest in staff by providing quality CPD to match the needs of our children and also the current needs of the staff. |
| The 7 Areas of Learning The seven important and interconnected areas of learning and development shape our provision. We regard the three prime areas as particularly | Communication and language development: We understand that children's spoken language underpins all seven areas of learning and development. We give children opportunities to experience quality interactions within a rich language environment. We aim to build children's language effectively through commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added. We plan in frequent opportunities to read to children and engage them actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to use and embed new words in a range of contexts. Our staff understand how to support and model through conversation, storytelling and role play, encouraging children to share their ideas. Our staff encourage children to elaborate on their ideas, through prompts such as 'I wonder...' and sensitive questioning to support children in becoming comfortable using a rich | | | |

| | |
|--|---|
| <p>crucial for igniting children's enthusiasm and curiosity for learning, and for building their capacity to learn, form relationships and thrive. Our provision also supports children in four specific areas, through which the three prime areas are strengthened and applied.</p> | <p>range of vocabulary and language structures. In order to support children who may not be able to communicate effectively, we also strongly believe in the use of action and gesture from both adults and children in order to help with clarity of communication.</p> |
| | <p>Personal, social and emotional development: We understand that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. It provides a secure platform from which children can achieve at school and in later life. The relationships with adults in school support children in learning to understand their own feelings and those of others. We help children to manage emotions, have confidence in their own abilities and develop a positive sense of self. We support them to set themselves simple goals, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, supported by our school PSHE scheme SCARF, we teach them how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, we teach them how to make good friendships, co-operate and resolve conflicts peaceably.</p> |
| | <p>Physical development: We believe that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We aim to support the development of children's gross and fine motor experiences from their individual starting points upon entry. We do this through providing planned opportunities for children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility, for example, through gross-motor activities and the planned PE curriculum, and by providing opportunities for play both indoors and outdoors. Through planned opportunities, targeted adult support and effective continuous provision, we provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, so by the end of EYFS, children have developed proficiency, control and confidence.</p> |
| | <p>Literacy: We believe it is crucial for children to develop a life-long love of reading. We build upon children's language comprehension through quality interactions. We recognise the importance of talking about and reading books (stories and non-fiction) and enjoying rhymes, poems and songs together. Skilled word recognition is taught through our systematic phonics programme, Read, Write, Inc. Writing is taught including transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Opportunities are provided across the provision to use and apply skills explicitly taught.</p> |
| | <p>Mathematics: We believe developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We also ensure the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We follow the White Rose programme to provide children with opportunities to develop and improve their skills to be able to count confidently, to develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We acknowledge and advocate the CPA approach, providing frequent and varied opportunities to build and apply this understanding, including using manipulatives, such as pebbles and tens frames for organising counting. Through this, we support children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. We believe it is crucial that children develop positive attitudes and interests in mathematics. We support children to look for patterns and relationships and to spot connections. Children are encouraged to 'have a go' and to talk to adults and peers about what they notice in an environment where they are not afraid to make mistakes.</p> |
| <p>Understanding the world: We guide children to make sense of their physical world and their community. We believe the frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, zoos, farms, temples, and museums to meeting important members of society such as police officers, nurses and firefighters. We ensure children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world to build important knowledge. Providing a foundation for later learning, including reading comprehension, we focus on enriching and widening children's familiarity with words that support understanding across different domains.</p> | |

| | |
|--|--|
| | <p>Expressive arts and design: We believe that the development of children’s artistic and cultural awareness supports their imagination and creativity. We ensure children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials in preparation for KS1 and KS2. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> |
| <p>Implementation</p> | |
| <p>We consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging, progressive and motivating curriculum for each child in all of the areas of learning and development to ensure children are ready for the Key Stage 1 Curriculum. We ensure children have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.</p> | |
| <p>The Importance of Play</p> | <p>Each area of learning is implemented through planned, purposeful play and through a balance of adult-led, adult directed and child-initiated activity. We regard play as essential to children’s development, building their confidence as they learn to explore, set their own goals, think about problems, and relate to others. We believe that children learn by leading their own play, and by taking part in purposeful play which is guided by adults. We make ongoing judgements about the balance between activities led by children, and activities led or guided by adults. As children progress through the year this balance gradually shifts towards more activities led by adults and direct teaching, to help children prepare for the more formal demands of the Year 1 Curriculum. Our stimulating environment offers high quality provision to meet the needs of the individual cohort. Our environment is fluid but usually consists of small world, role play, construction, outdoor, malleable materials and crafts, music, Mark making, reading and mathematics and an interest table. In planning and guiding children’s activities, we reflect on the different ways that children learn. These underpin our provision. The three characteristics of effective teaching and learning are:</p> <p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Our environment allows children to play freely but also supports learning through implicit and explicit challenge. Opportunities for exploring are in every area of our provision.</p> <p>Active learning: We encourage children to be active learners by creating an environment led by their interests. In this circumstance, children tend to concentrate and keep on trying if they encounter difficulties and enjoy achievements. We believe high level attainment comes from high level engagement and that learning should be process (skill) driven rather than outcome driven. Engagement in the process ensures the knowledge is more likely to stick.</p> <p>Creating and thinking critically: We encourage children to have and develop their own ideas, make links between ideas and develop strategies for doing things. We give opportunities to problem solve and work things out supported by an adult who scaffolds and models thinking. We also provide opportunities for children to investigate, and problem solve independently.</p> |
| <p>Continuous and Enhanced Provision</p> | <p>We plan our continuous provision to continue the provision for learning ‘in the absence of an adult’, providing differentiated core resources. Provision is linked to the children’s progress and attainment and focussed on procedural knowledge / skill development. We enhance the provision through meaningful adult interaction and by selecting resources and activities to meet the children’s developmental needs. Activities are set up and ‘dressed’ to motivate the children and to follow and extend upon their interests. We also ensure that adults are not constantly leading group activities and are able to observe learning in the provision, intervening where necessary to teach, support and scaffolding children’s learning through their play. Although we follow a topic approach, this does not limit the children’s learning in the activities and experiences provided in our continuous provision; topic enhancements may be added alongside the core provision.</p> |
| <p>Challenge</p> | <p>Implicit challenge throughout our environment is achieved by:</p> <p>Structuring and resourcing the environment linked to summative assessment and differentiating / levelling the provision where possible to reflect current development.</p> <p>Providing ambiguity. Open ended resources and experiences are provided that encourage children</p> |

to explore and investigate.
Explicit challenge is adult led and is achieved by:
 High quality adult interventions in the form of prompts or questions alongside child-led learning.
 Asking specific children to extend and deepen their learning by carrying out a particular task (informal challenge).
 Providing groups of children with challenge activities e.g. through the use of challenge area, using these selectively to maximise engagement.

Impact

We continually assess children’s attainment to identify strengths and next steps. Where children are not on track for achieving the Early Learning Goals we target their needs through the provision and necessary interventions. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning in KS1.

How we use Assessment:
 Assessment is key in recognising our children’s progress and understanding and their needs in order to plan activities and support.

Formative Ongoing Assessment is an integral part of the learning and development process. We observe and interact with children in daily activities to understand their level of achievement, interests and learning styles. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. We use Dojo as a means to gather evidence of learning in school and use it as a communication tool with parents. Our families are also encouraged to share wow moments and experiences outside of school.

Summative assessment based on professional judgement is completed 4 times per year (Baseline, end of autumn, end of spring and end of summer.) to understand a child’s progress and next steps at the end of a period of teaching. This Gap and Strength Analysis is supported by Development Matters and informs the change in the environment needed to address the greatest area of need (learning gaps) and strengths.

The Statutory Reception Baseline Assessment is carried out within the first 6 weeks of children starting Reception and the Early Years Foundation Stage Profile is completed at the end of the year in order to understand the children’s performance in relation to National Expectations.

We measure our impact by evaluating our success against our 4 areas of Intent

| Characteristics of Effective Learning | The Uniqueness of each child and equality of opportunity | Enabling Environments | Positive Relationships and Staff CPD |
|--|---|--|---|
| Is the development of each of the characteristics of effective learning evident in both direct teaching and enhancements? Can all practitioners discuss which characteristic are a strength for an individual child, and which need further development and work? | Do children make good progress against their start points regardless of their perceived vulnerabilities? Does our environment, pedagogy, resource provision, and teaching style, enable access, as well as motivate and engage all learners? | Does each area of the environment provide rich learning opportunities and enhancements? Does the emphasis in our environment reflect our strength and gap analysis? | Do staff have good relationships with and know every child well; what they can do, interest etc. Do all staff use their expertise to best effect using Development Matters to support professional judgements? |

| | | | | |
|--|--|--|---|---|
| | <p>Is learning driven by children's interests and motivators? Are children equipped with necessary learning skill to access the Year 1 Curriculum?</p> | <p>Do our children have the knowledge and understanding to enable success in Year 1?</p> | <p>Do children engage in high level learning and play, even in the absence of an adult?</p> | <p>Are all staff scaffolding new and rich and language?</p> |
| | <p>We expect the vast majority of children to achieve the 17 Early learning Goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year in the seven areas of learning and development.</p> <p>We want to ensure that our provision gives children a broad range of knowledge, skills and independence that provide a good foundation for future progress in school and in later life.</p> | | | |