



EYFS Curriculum Intent

Overarching curriculum aims;

- I am confident in the things I do and feel and have some strategies to help me manage my feelings
- I can get my things ready for the activity or next event
- I show concern and care for where I am and others
- I can listen to and explain my ideas to others using vocabulary I have learnt

INTENT

Our practice reflects our whole school vision of 'Creating a chance to SHINE everyday' by nurturing every child to support them to become their very best. Our starting point is ensuring that every child that joins us builds on the knowledge and experiences that they bring with them. Throughout their time with us, we work with parents and carers to celebrate successes and support next steps. Alongside this partnership, the children will receive an enjoyable and challenging learning experience through a range of carefully planned activities and experiences, drawing on their own needs and interests and building on skills and knowledge to ensure they have the foundations for the next stage in their learning and beyond. Four guiding principles guide our practice;

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments. With teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time and through developing strong partnerships between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

IMPLEMENTATION

Our curriculum has been developed using The Early Years Foundation Stage Statutory Framework and the non-statutory curriculum guidance, Development Matters. It covers all seven areas of learning;

Prime areas: Communication and language, Physical development, Personal, social and emotional development and

Specific areas: Literacy, Mathematics, Understanding the world and Expressive arts and design.

It is carefully planned so that it is ambitious and coherent, makes links across the curriculum and encompasses opportunities for children to develop their own interests to ensure learning is accessible to all and develops the key characteristics of learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The importance of play is a fundamental part of our EYFS. Time is given for children to initiate their own learning so that they can explore, develop resilience and perseverance, develop ideas and make links, as well as develop vital personal and social skills. To ensure this learning is purposeful, the continuous provision is carefully planned to meet the range of needs across all areas of the curriculum and enhancements are added to reflect planned learning opportunities and to support progress. As 'Play Partners', the adults develop conversations with the children to make links to previous knowledge, introduce new vocabulary and challenge thinking.

A balance of adult initiated and adult led activities are also planned for across the EYFS. These develop over time in ways such as group size and duration, to meet the needs of our children. Key adult led activities include;

- Story times and Circle times
- Squiggle Whilst You Wiggle and Dough Disco sessions
- Phonics activities. Reception children have a daily phonics session using our phonics scheme 'Unlocking Letters and Sounds'.
- Maths activities. Reception children have a daily 'Mastering Number' session.

At different times, additional support may be needed. This can include:

- Identifying ways to support focus children in our Enhanced Continuous Provision
- Focused Play Partner support
- Small group and 1:1 activities and interventions
- Individual plans

The development of language is threaded through our curriculum and practice. Key texts are chosen to develop vocabulary and to rehearse, innovate and invent stories and share information. Key rhymes develop awareness and knowledge of language, while Sustained Shared Thinking strategies are used by the adults as 'Play Partners' and key vocabulary is identified in planning.

Spiritual, Moral, Social and Cultural development is another essential part of our curriculum and opportunities are highlighted throughout. These include:

- Recognising and celebrating achievements - developing perseverance
- Building an understanding of our own relationships - exploring relationships, similarities and differences to develop awareness of others, compassion, love and respect
- Learning where we are, looking after our environment - looking after the wider world
- Looking after ourselves - healthy body and mind
- Developing and exploring an understanding of creativity in others and ourselves
- Developing a sense of awe and wonder

IMPACT

Through our intent and implementation, children make the steps through their learning so they are ready for the next part of their learning journey. At the end of Reception they have the foundations ready for Year One and beyond.

Links with home and accurate feedback and observations from all staff enable prompt support to be planned and implemented to ensure progress is made by all children.

