EYFS Curriculum

Intent, Implementation and Impact Statement

Intent

At Little Bowden Primary School, we provide our children with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced.

Our aim is to create a learning environment and build relationships which support, enhance and invite a child’s curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs.

We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential.

It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

The curriculum is designed to provide a broad and balanced education and which facilitates them to gain the relevant skills, knowledge and understanding to ensure they make good progress in EYFS and prepares them for the next stage of their education. We take into consideration their individual starting points and all staff work hard to ensure the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

The curriculum celebrates diversity and supports their personal, social and emotional development. Those children with particular needs, including SEND, are supported appropriately, allowing them to be successful.

Implementation

We follow the Early Years Foundation Stage framework and firmly believe that children will learn most effectively, when their individual needs are met and when they have positive relationships with the adults who care for them.

The curriculum provides a play based and experiential learning environment, combined with focussed teaching to ensure children make rapid progress before moving into Year One. The children are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in a balance of child-initiated, adult directed and free flow activities. The learning experiences within our EYFS are linked to the seven areas of learning and development in the framework. These areas are split into the three prime areas and four specific areas. We strongly believe in developing skills in the prime areas and consider these to be most essential for the healthy development and future learning and success of our children. These include:

Communication and Language

Personal, Social and Emotional Development

Physical Development

We also develop skills in the four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our timetable is carefully structured so that the children have vigorous directed teaching in English, Maths and Phonics everyday.

Effective continuous provision practice and principles support our children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, the children have opportunities to work independently, work collaboratively with their friends and with members of staff.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills, taking into account the Characteristics of Effective Learning. We provide rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment. The curriculum promotes and supports children’s emotional security and development of their character, enabling children to take risks in a safe and secure environment. We encourage children to be active and to develop physically, including giving clear messages to children why it is important to eat, drink and exercise, as well as to be kind to others.

We provide regular opportunities to meet with parents and carers to ensure children’s learning and development through EYFS is happy and allows them to thrive with the support needed. These include transition sessions, pre-school visits, stay and play sessions, parent evenings, parent workshops and reports, as well as more frequent informal communication to suit individual families. We also keep parents informed about learning through weekly updates, home learning letters and links via email.

Impact

Our children have varied and diverse starting points. Therefore, we have high expectations to ensure all pupils make strong progress across all areas of the curriculum. Progress is evident in data, books and learning journals.

We strive for children to achieve the ELGs at the end of EYFS. We usually exceed the national figure for GLD (good level of development).

We assess and monitor pupils achieving age related expectations throughout the academic year and quickly put supportive interventions in place if and when needed. Staff carry out observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Staff also make summative assessments and hold pupil progress meetings with the Head and Deputy.

The impact of our curriculum is also measured by how effectively it helps our children develop into well rounded individuals who embody our school values and carry with them the knowledge, skills and attitudes which will mak them lifelong learners and valuable future citizens. We endeavour for our children to be Key Stage One ready.

Our children make strong progress academically, emotionally, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain well and are fully prepared for their new year group,

At the end of EYFS our children:

\* have strong communication skills. Our children listen respectfully and with tolerance to the views of others.

\* take pride in all that they do, always striving to do their best.

\* demonstrate emotional resilience and the ability to persevere when they encounter challenge.

\* develop a sense of self-awareness and become confident in their own abilities

\* are kind, respectful and honest and demonstrate inclusive attitudes and have a sense of their role in our wider society.