



## **EYFS Curriculum Intent**

At Great Binfields Primary, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children can continue to build upon through their school life. It is our intent that the children who enter our EYFS develop physically, socially, emotionally, verbally and cognitively whilst embedding a positive attitude to school and learning.

We believe that all children deserve to be valued as an individual and we are passionate in allowing our children to achieve their full, unique potential. At the beginning of each year we begin by looking at the individual needs of our children and taking into account their different starting points. We then carefully develop our EYFS Curriculum which enables our children to follow the path of their learning journey that is suitable for their unique needs and stage of development.

The ability to learn is underpinned by the planning and teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and work hard so that our children's first experiences of school are happy, positive and feeling secure, enabling them to develop a lifelong love of learning.

The curriculum in Early Years is designed to provide a broad and balanced play based education that meets the needs of all pupils. It allows them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them as they progress from their individual starting points and preparing our children for the next stage of their education. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

Daily activities involve child-initiated and adult-led learning using continuous provision and small group activities or one to one support. An indoor and outdoor environment supports their learning through play and enables a wide range of learning opportunities for all children.

### **Our EYFS curriculum also brings the following aims to life:**

**Active** - Providing richness and depth to inspirational learning in school

A child led curriculum allows pupils to make links between each area of learning.

**Experiences** - Providing a breadth of opportunity out of school whilst rooting children in their immediate and local environment.

Enrichment opportunities planned into the curriculum brought into school as well as trips out of school to bring learning to life.

**Diversity-** Building cultural awareness & knowledge, celebrating equality and diversity to encourage children to be outward looking and forward thinking

Nursery rhymes and traditional tales planned into reading enrichment opportunities to widen children's cultural capital. Vocabulary is explicitly taught in a language-rich learning environment for both breadth and depth to the children's speaking, reading and writing.

**Purpose** - We believe learning should matter.

Making meaning is central to our teaching. Authentic outcomes/audiences are planned into learning journeys to give a meaning and purpose to their learning.

**Core Values and Concepts** - Determining knowledge, adds relevance and creates connectedness – leading to our children practicing becoming a good citizen.

It is essential to create a partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. We prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points supporting transition into KS1.

## **Implementation**

We achieve our curriculum intent by providing outstanding teaching and dedicated support ensuring high quality teaching and learning experiences for all children. Learning in an environment where everyone is cared for, valued and respected.

Our EYFS's curriculum develops their knowledge, skills and understanding through a combination of both play-based learning and focussed teacher led sessions. Pupils learn to share, work independently and play with others.

The curriculum is delivered by following the Statutory EYFS Framework Sept 2021 and supported by the Curriculum Guidance 2020 for planning and delivering activities across the seven areas of learning.

### **The Prime Areas:**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

### **The Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We believe that continuous provision within the learning environment encourages independence and consolidation of skills and knowledge previously learned. Through enhanced provision the children are encouraged to make choices and initiate their own play, which develops their characteristics of effective learning in order to give the children the skills that they will continue to draw upon throughout their development.

The principles that guide the work in the EYFS are grouped into 4 themes:

- A unique child
- Positive relationships
- Enabling Environments
- Learning and Development

Our learning environments, both inside and outside, are adapted regularly to meet the different and developing needs of the children in our care. We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.

We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to encourage challenge and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through accurate and effective observations. These provide us with information for future planning, not only for our individual classes, but also for individual children's next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make good to outstanding progress within EYFS.

Systematic Synthetic Phonics is taught daily, following the Monster Phonics scheme. Through stories and activities associated with these, phonic sounds are introduced to children each day in a fun and engaging way. The phonics activities are embedded by revisiting over the year, and supported in a range of ways including associating Monster phonics actions with each phoneme taught. Pre-reading activities involve listening games where children are encouraged to tune into sounds and practice the skills of oral blending and segmenting. They develop their sequencing and comprehension skills through picture books with no words prior to experiencing Monster phonics reading books, where they apply their phonic knowledge in blending to read. All children take

reading books home which are matched to the phonic sounds they have learnt but they also take home another reading for pleasure book to share with an adult at home.

Teachers maintain accurate assessments on children's attainment of phonic sounds. All children are read with individually on at least a weekly basis and key children, identified through early assessments, are read with on a daily basis. In EYFS children who are not keeping up with the pace of phonics learning are identified for extra interventions (precision teaching/ consolidation). The children participate in small group book sharing and Guided Reading sessions frequently. This further develops interactive talk and discussion leading to better understanding: reading of stimulus text. Parents/carers also receive a phonic workshop within the first month of starting school so they can support their child effectively at home. We work with parents/carers to embed the importance of reading at home and share strategies to help them if they struggle to manage reading practice at home.

Our overarching school reading our aim is to establish a good reading culture and develop fluent readers who are able to decode texts.

Our writing aim is to develop motivated and independent writers: those who write with understanding and purpose. At the start of school it is very important that the children are ready developmentally to write (with secure gross and fine motor skills). Writing follows talk and reading. In order for a child to write something, they need to be able to say it first. This is achieved through a programme of play where young children learn to interact, talk and understand as well as develop physically. During the first term of Year R our main focus is the prime areas by providing opportunities for talk.

All children have access to Fine Motor Skills activities. Further additional fine motor interventions are planned for specific children who require it. All of these activities are interwoven into the curriculum and continuous provision. Phonic learning, mark making opportunities and letter formation activities matches this provision for example, drawing around large letters on the black board or painting with water. Writing resources also match the children's physical strength. Large writing materials are used and over time these are refined down to finer and smaller materials in order to develop handwriting fluency and legibility.

Children explore writing for different purposes and are encouraged to use their phonic knowledge and key word acquisition to develop writing independently.

Mathematics is taught through daily whole class sessions following the White Rose Maths scheme. This is then supplemented with small group adult led activities and areas of the classroom are enhanced with carefully planned resources to enable them to practice and apply their skills. Practical problem solving is encouraged to enable children to apply their knowledge in Mathematics.

Social, Moral, Spiritual and Cultural development, including the promotion of British Values is an important aspect of EYFS at GBP. As is our school values which are at the heart of our curriculum and children are introduced to and follow our behaviour policy.

Children requiring additional support to meet their needs have personalised interventions, such as, Occupational Therapy, Speech and Language and Physiotherapy programmes are delivered to individuals when needed.

Assessments are made by the teachers and LSAs continuously and used to plan subsequent activities. Teachers track individual progress. These help the identification of gaps in learning and potential pre-teach groups when the learning is revisited in the next phase. Adults engage with children during their child initiated play to help move forward and help them achieve their next steps. Tapestry is used within EYFS to record observations and assessments. This shares learning with parents/carers and we encourage them to share learning from home through this platform. Teachers will use Tapestry to invite parents/carers to share learning at home, for example they have prompted parents to show their child singing a nursery rhyme and then post it on Tapestry.

### **Impact**

Our children demonstrate high levels of engagement in well planned activities. They develop their speaking and listening skills, which enable them to access more areas of the curriculum and learning, which they then communicate to both adults and children. They develop knowledge and skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways and applying them to different areas of learning.

Developing a wider sense of the world around them through their activities, our children can then draw on these experiences when interacting with others and link this to new learning to enable further progression. They will talk enthusiastically about their interests and learning with adults and other children.

Our children develop their characteristics of learning and are able to apply their knowledge to a range of situations, making links, explaining their ideas and demonstrating their understanding. Because of this our children have the confidence to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing. From their own starting points, our children make good to excellent progress academically and socially, developing a sense of themselves which prepares and supports them in the transition to Key Stage 1.

Our partnership with parents is successful in EYFS, with 'Next steps' shared termly and parents informed of their child's learning outcomes via Tapestry and also demonstrated in the feedback we receive via workshops and Tapestry. Important guidance is shared with parents through online workshops to further their child's learning and progress.

Ultimately, the vast majority of our children are ready to transition to Year 1's curriculum due to attaining a good level of development in EYFS.