



EYFS 2021

Intent, Implementation and Impact Statement

Intent

Our curriculum is designed to recognise children's prior learning, both from prior settings and their experiences from home. We work in partnership with parents, carers, and other settings to provide the best possible start at Sherard Primary School, ensuring that each individual reaches their full potential from their various starting points.

In our Early Years Foundation Stage our personalised and tailored curriculum provides all children with the knowledge, skills and understanding they need to be **confident, inquisitive, curious, independent learners** and influence their wider thinking across all areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world.

In order for children to become confident communicators, we provide a language rich environment both inside and outside that stimulates curiosity and encourages meaningful talk and questioning. Both our EYFS settings provide communication friendly spaces where children will acquire the appropriate knowledge and skills to build their learning on. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

At Sherard the children will experience the seven areas of learning through a **balance of whole class/group teaching and play based learning**. This is influenced by the children's interests, topics, themes and continuous provision

activities. Learning is carefully planned by the staff to support communication and language development; personal, social and emotional development; and physical development, as well as literacy, mathematics, understanding of the world and expressive arts and design. We believe that high level engagements ensures high level attainment. We therefore provide a curriculum that maximises opportunities for meaningful, cross-curricular links and learning experiences, as well as promoting the unique child by offering periods of play and sustained thinking.

By the end of the Reception, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into the next stage of their education.

Implementation

In our pre-school planning, we ensure key questioning and promoting new vocabulary is at the forefront of our practice to enable language skills to develop across all ages in the setting. We build upon children's current understanding by ensuring that all pre-school staff are knowledgeable about each individual child's stage of development and are aware of and encourage progress in all aspects throughout the pre-school day.

In Reception, the timetable is carefully structured so that children have sessions of directed teaching throughout the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small, focused group work alongside continuous provision activities. This means the teacher can systematically check for understanding, identify, and respond to misconceptions in the moment, and provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences and activities, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for both the indoor and outdoor classroom and equal importance is given to learning in both areas.

Literacy

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In our EYFS settings, we use the Pie Corbett Reading Spine collection to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These stories are imbedded in our provision through activities, story sessions, and on display. Through this, children begin to internalise new vocabulary, language patterns and begin to retell these stories.

Phonics

We follow the Read, Write, Inc. programme to ensure consistency across the school. In our pre-school, children focus on phase 1 activities, which concentrates on developing children's speaking and listening skills. The emphasis during phase 1 is to get children attuned to the sounds around them, and ready to begin developing oral blending and segmenting skills.

In Reception, phase 1 continues during the initial settling in period, then children are introduced to the Read, Write, Inc. scheme, starting with Speed Sounds Set 1, where they will develop GPC and segmenting and blending skills to decode words. As the children progress through the phonic scheme, they will move on to Speed Sounds Set 2 and 3.

Children are encouraged to read at home and are listened to regularly in school by their class teacher. They are given books that match their phonic knowledge in order for them to apply their learning, with the aim of becoming successful, confident and fluent readers.

Numeracy

In pre-school, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on exploratory maths, focusing on 1:1 correspondence, stable order, cardinality and simple subitising. In Reception, we build upon these skills and provide a high-quality learning environment and through meaningful interactions with adults, we support the children in developing mathematical thinking. Children in Reception have daily maths sessions to develop fluency, revisit key concepts, address misconceptions and deliver new learning.

Learning Challenge Curriculum (and the wider curriculum)

The Learning Challenge Curriculum (in reception) provides opportunities for EYFS practitioners to use the same principles as set out for the rest of the school, whilst still providing the flexibility for children to follow their own interests and ideas. The principles within the EYFS curriculum i.e. C.I. and

enquiry based learning support this way of working and thinking. Enquiry based learning is seen as an important component of The Learning Challenge Curriculum and therefore sits happily with the format anticipated in the Early Years.

This scheme of work has been developed to enable staff to introduce the principle of the Learning Challenge approach prior to children's introduction to the National Curriculum. It provides a balance between Prime and Specific areas of learning, with enough flexibility for staff to adapt the Learning Challenges and the areas of learning they cover. Expressive Arts and Design and Understanding the World link into each learning challenge, so that there is breadth and balance in the coverage as a whole.

In designing the curriculum, teachers and learners are using a prime learning challenge, expressed as a question (the big question), as the suggested starting point. Each set of Learning Challenges then links directly to the Early Years Foundation Stage knowledge, skills and understanding to ensure that learning is progressive and continuous. Exciting, purposeful, and contextual activities are planned to build on children's natural curiosity. In order to facilitate an environment that encourages confident communicators, children are encouraged to use subject-specific language and terminology, and such vocabulary is modelled by supporting practitioners.

Our tailor-made approach ensures that all children learn together, however, we have a range of additional intervention and support for children that may not be on track to reach their potential. These include sessions for developing speech and language, social skills, fine motor skills, phonics and mathematics.

EYFS staff have a good understand of how the Early Learning Goals feed into the curriculum through our robust planning and CPD opportunities. In addition, subject leaders are also aware of the key ELGs that link to each foundation subject and the progression of that subject.

Regular monitoring by SLT and the EYFS leader ensure that staff receive appropriate CPD specific to early years to develop their practice.

Impact

We believe that our EYFS curriculum, both in pre-school and reception, gives children the knowledge and skills necessary to become well-rounded, happy individuals, ready to succeed in an ever-changing world. Through a well-planned and cohesive curriculum, our children will **know more and remember more**. In pre-school, our children will leave with an age-appropriate understanding of the three prime areas and are therefore ready to continue their learning journey in reception. In reception, the majority of our children will achieve their Early Learning Goals at the end of the year and are ready for the next stage of their learning in Key Stage 1.

GLD	School	LA	National
2017	72.2% 68.4%	70.3%	70.6%
2018	75.5% 72.5%	70.8%	71.5
2019	79.55% 77.78%	70.3%	71.8%