

**Early Years Foundation Stage (EYFS) Curriculum**  
**Intent, Implementation and Impact. Parent Information**

Dear parents,

Below gives you a snap shot about why and how we provide our children with a great start to their school lives. We pride ourselves in developing positive relationships and we are committed to ensuring that each and every child in our care becomes an inquisitive, confident and happy learner. By providing a safe, nurturing and creative environment we provide an education that ensures our children reach for the stars.

Miss R Garrard (Early Years Lead)

- Any words highlighted in **red** have further information provided by links listed at the bottom of this document.
- The EYFS is changing from September 2021. If you are interested on finding out about these changes please click on the following link: <https://www.evalliance.org.uk/changes-eyfs-2021>

***Intent: Why do we teach what we teach?***

At St George's Primary School we place great value on the development of children as individuals and we provide them with the skills, knowledge and understanding they need to prepare for the challenges in Key Stage One and beyond.

Our overarching aim is to build strong foundations to support a future where each child can adapt, thrive and become curious life-long learners.

Our curriculum is the **cultural capital** we know our pupils need; to gain the knowledge, skills and understanding they require for success. We understand that they can only do this if we embed the right habits for learning through the **Characteristics of Effective Teaching and Learning**: Play and Exploration, Active Learning and Creative and Critical Thinking.

We prioritise personal, social and emotional development (PSED) and communication and language (CL). All children are supported to communicate their thoughts, feelings and ideas effectively, and meet our high expectations for behavior by working together and being kind. Our enabling environment and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration.

When pupils join our Reception Class we invest time and energy into helping them set and reflect on their own goals, aim high, and develop a love of reading, writing and number. This is delivered through a **holistic curriculum** which maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant indoor and outdoor provision, alongside trips, visits and visitors, and regular forest school sessions. Our investment in specialist teachers for music and forest school mean that children continually receive high quality teaching.

Above all we teach what we teach because we want the very best for the children in our care. Building relationships between all parties is paramount to ensure our children get the very best from our school. We thus engage with parents right from the start: to support with transition and being 'school ready', then with settling and becoming happy members of our class, and finally realising their strengths and weaknesses to become life-long learners.

### ***Implementation: How do we teach what we teach?***

At St George's Primary School we believe that pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured to ensure that these activities flow seamlessly throughout the day.

Children are provided with plenty of time to engage in 'exploration' through a variety of experiences which are robustly planned to engage and challenge them in the provision. The curriculum is delivered inside and outside, and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including Understanding the World (UW) and Expressive Art and Design (EAD), as well as to promote sustained thinking and active learning.

**In the Moment Planning** is implemented by all staff with short 30 minute 'child-led' planning sessions happening in the mornings and longer sessions in the afternoons. During these sessions the teachers reflect on three questions: "What do our children need to learn or are curious about? What embedded learning have we observed in this area? What can be changed to exploit the learning and interests of the children/individuals in this area?" In this way, we ensure that the children have agency over their environment and that the provision leads to depth of learning across the curriculum.

Children also receive carefully planned directed teaching in Phonics, English and Maths everyday with regular sessions to focus on PSED and physical development (PD). These sessions are followed by group work where children work with a member of staff to develop their individual needs. This focused group time means the teacher can check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

The heart of our teaching lies in the promotion of Communication and Language. All of the above plays a very important part in the child's journey to develop skills in these areas. These planned, purposeful activities begin with books – a theme which flows throughout the Primary School.

At St George's we pride ourselves in the use of books to spark imagination and stimulate curiosity. We understand that books help a child's brain to focus and concentrate, develop language and emotion, and strengthens relationships. *(For further information about the importance of books please see the link at the bottom of this document titled **Why is reading important?**)*

We have chosen multiple high quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Children are read to three to four times daily for pleasure, receive high quality shared reading and guided reading sessions, and one to one sessions.

In this way children develop a love for books and want to become readers themselves. Daily high quality systematic and discrete Phonics teaching ensures that beginner readers are taught the key skills needed. Our approach is multisensory, encompassing simultaneous visual, auditory and kinesthetic activities to enliven core learning. Opportunities to reinforce and apply acquired phonic knowledge and skills are planned in across the curriculum.

We follow the **Maths Mastery** approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential, or moving on children who are doing very well. This includes: Nuffield Early Language Intervention (NELI), Speech and Language Therapy, Precision Teach, targeted readers, nurture groups, additional 'catch-up' provision in Maths, physical development strategies; such as Funky Fingers and Storycise. These interventions are updated on a regular basis dependent on the current cohort. *(For further information on these interventions please consult an EYFS teacher or teaching assistant)*

The EYFS and KS1 Inclusion Manager teaches 2 days in the setting so has direct contact with all children and is available to advise and support at all times. Outside agencies provide our setting with specialist advice and our Teaching Assistants are highly trained in the various interventions.

Parents play an important part in their child's development and we understand that forging positive partnerships with parents and carers is essential. Through regular informal chats, Stay and Play sessions, an online learning journal (Tapestry), a behavior and messaging service (Dojo), 'homework books', reading logs, WOW cards, termly formal consultations and yearly reports, we work as a team to keep each other updated about every child's learning and development. Working together to learn about a child's early learning experiences helps to continue to develop their learning - wherever they are!

### ***Impact: how do we know what pupils have learnt and how well they have learnt it?***

Our curriculum needs to meet the needs of all of our children. We spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress.

We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively.

During each assessment window (four times a year) teachers update the progress children have made onto Educator Tiny Tracker (an online system to manage pupil and school data) which allows us to assess the impact of teaching and evaluate whether it has been enough. This information also enables us to measure our starting point against national data.

Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper learning journals, online learning journals (Tapestry) and on Dojo. Children are encouraged to use this evidence to reflect on their progress and plan next steps.

Our curriculum and its delivery ensure that children make good progress, and in some cases make very good progress. During their time in our class the majority of children meet the national expectation for a good level of development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One.

We believe our high standards are due to the enriched play-based exploration alongside the rigorous ongoing assessment and teaching. A rich diet of balanced learning experiences is undoubtedly the best way to develop happy and curious children.

***Click on these links for further information:***

Characteristics of Effective Teaching and Learning: <https://family.co/blog/the-child/sue-allingham-characteristics-effective-learning/>

Cultural capital: <https://www.evalliance.org.uk/cultural-capital-eif-what-you-need-know#:~:text=%E2%80%9CCultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education.&text=What%20a%20setting%20does%2C%20through,all%20the%20difference%20to%20children.>

Holistic curriculum:

<https://sk.sagepub.com/reference/curriculumstudies/n239.xml#:~:text=Holistic%20curriculum%20is%20a%20description,%2C%20moral%2C%20and%20spiritual%20growth.>

In the Moment Planning: <https://eyfs.info/articles.html/teaching-and-learning/planning-next-steps-in-the-moment-r217/>

Maths Mastery: <https://www.teachearlyyears.com/learning-and-development/view/is-maths-mastery-right-for-the-eyfs>

School ready: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>

Why is reading important? <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/bookstart/practitioners/delivering-bookstart/bookstart-for-early-years-settings/benefits-of-bookstart-for-early-years-settings/>