



EYFS Curriculum at Earith Primary School: **Intent, Implementation & Impact**



Intent

At Earith Primary School, we aim to support all children to become independent and collaborative learners. They should learn through first hand experiences that allow them to develop creativity and curiosity, alongside the purposeful acquisition of skills and knowledge. The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education. Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. Through all seven areas of learning, we aim to excite and engage children, building on their own interests and developing their experiences of the world around them. The school code and 5Rs underpin our values in EYFS. We want our children to be safe, be respectful and be their best.

Implementation

For children in the Early Years we plan a curriculum, which is broad and balanced and builds on the knowledge, understanding and skills of all children, whatever their starting points. Carefully planned sequences of activities provide meaningful learning experiences as well as providing enhancements to the provision and learning environment to support children in developing their skills, knowledge and understanding. An effective and engaging environment is set up, that is rich in language, providing opportunities for children to develop their oracy, reading and writing. Staff act as role models in order for children to develop their own speaking and listening skills. Staff also provide high quality interactions with the children, building on their knowledge of each child and their individual next steps, supporting them to succeed.

High-quality texts are often used as a basis for topic planning. Phonics is taught daily using planning for Little Wandle Letters and Sounds Revised (SSP). Phonic sounds are introduced in a systematic manner and progress in monitored with assessments every 6 weeks. The Maths curriculum is taught through daily focussed sessions. These sessions follow the mastering number programme from NCETM. Further opportunities for children to revisit and embed their learning are also promoted in the enhanced and continuous provision activities available to children during the week.

Impact

Through teaching and provision, we aspire for children to reach the Early Learning Goals by the end of the Foundation Stage. From their own starting points, children will make progress academically and socially, developing a sense of themselves. Children will demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to communicate effectively with both adults and children. Children will develop skills across all areas of the curriculum including Literacy, Mathematics and Physical Development using these in different ways. Children will have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning. Children will have developed their Characteristics of Learning and be able to apply their knowledge to a range of situations, making links and explaining their ideas and understanding. Children will be confident to take risks and discuss their learning with adults, drawing on their experiences in order to suggest ways to improve or adjust what they are doing. Children will be successful learners fully prepared for the next stage of their education as they transition from the Foundation Stage into Year One.