

Latton Green EYFS Curriculum Intent 2024-2025

“We aim to ignite children’s lifelong passion for learning, by stimulating curiosity through an engaging environment that not only nurtures their knowledge but also equips children with skills they need for today, tomorrow and the future.”

Prime Areas
The three prime areas describe universal core aspects of early child development. They are always in action for every young child; it is through these aspects that a child accesses the world around them and allows them to open the door to learning in all areas. • Communication and Language • Physical Development • Personal, social and emotional development
Specific Areas
Specific areas of learning and development provide children with knowledge and skills to flourish in society. • Literacy • Mathematics • Understanding of the World • Expressive Arts and Design

Curriculum Goal (Intent)	Outcome by the end of EYFS
Experiences (Implementation)	What we will provide to ensure children learn
Knowledge/Skills (Impact)	What the children will achieve
Reasoning	Why this has been decided

Curriculum Goal	To communicate effectively using spoken language
Experiences <i>How will we achieve this?</i>	• Develop critical thinking and meta-cognition through adults using open-ended questions, ‘wondering’ out loud, giving feedback and making suggestions • Exposing children to a wide vocabulary • Encourage children to flex their newfound lexicon to develop their confidence • Valuing pupil voice • Allowing children ownership over their learning and encourage them to articulate their views, questions, and reactions confidently in all situations • High quality adult interactions and quality first teaching • Adults modelling effective communication

	• Providing quality curriculum experiences and cultural capital • Visitor experiences to share new ideas and experiences with opportunities for listening and questions. • Children to have the opportunity to share their 'chatter bag' with their peers
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	• Articulate their ideas, feelings, plans, experiences and thoughts effectively in well-formed sentences. • Children to interact and negotiate with people in longer 'serve and return' conversations with relevant comments. • Use new vocabulary in class discussions and play. • Understand and respond to questions in a range of situations.
Reasoning <i>Why has this been decided?</i>	Discussion and collaboration in the classroom unlock many benefits which stand children in good stead for the rest of their lives. Much of children's self-confidence and attitudes to learning stem from their ability to use talk effectively. The sooner they can develop good communications skills, the better prepared they'll be for every aspect of school and home life.

Curriculum Goal	To build trusting friendships; develop independence; be strong in spirit (resilient); make wise personal choices and have strength of character
Experiences <i>How will we achieve this?</i>	• Sharing personal goals with children and their parents/carers • Promoting a culture of learning behaviours through our Character of Effective Learning Dinosaurs • Encourage children to take responsibility for their own learning and self-care, promoting confidence in making decisions, solving problems, and completing tasks independently. • Provide children with opportunities to form meaningful relationships with peers and adults, fostering a sense of belonging, mutual respect, and empathy. • Provide children with high quality indoor and outdoor provision that follow's the children's interests and challenges • Adults will support learning of self-regulation through co-regulation underpinned by TPP • Adults will narrate and name emotions and model techniques to regulate
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	• Manage personal hygiene • Get changed independently • Have respect for their belongings • Select, use and tidy away a range of resources • Identify emotions and apply strategies to self-regulate • Understand the importance of healthy food choices • Show respect to others and respond appropriately to their needs • Establish and maintain positive relationships with peers and adults

Reasoning <i>Why has this been decided?</i>	PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as staff and parents/carers providing them with positive feedback and modelling appropriate behaviour. This feeds into the whole school approach of our school values and TPP and Zones and Regulation.
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Curriculum Goal	To develop a love for being active and understand the impact physical activity has on our body and mind
Experiences <i>How will we achieve this?</i>	• Regular opportunities to use the outdoor learning environment in all weathers • Children constructing with and exploring outdoor equipment, including creating obstacle courses. • Adults modelling the correct use of all tools and equipment • Specialist PE lessons • Access to fine motor activities • Regular opportunities to take learning outside the classroom and provide cultural capital opportunities that foster a love of the outdoors • Regular discussions about the importance of physical activity
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	• Understand the ways to maintain a healthy and active lifestyle • Discover their limits through overcoming challenges and problem solving • Managing, assessing risk and understand boundaries • Understanding of how to successfully use a range of tools • Holding a pencil effectively, displaying care and accuracy when drawing
Reasoning <i>Why has this been decided?</i>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Curriculum Goal	To cultivate a love for reading and writing for a purpose
Experiences <i>How will we achieve this?</i>	• Adults reading to children regularly sparking enthusiasm and excitement • Early phonics is effectively taught to enable children to read accurately and begin to write phonetically plausible sentences • Exposure and access to high quality books to read at home and school • Teach children how to imitate, innovate and independently practice writing using our writing strategy

	• Encourage storytelling through helicopter stories and allowing opportunities for adults to scribe stories during play • Exposure to rich spoken vocabulary • An environment that provides children with purposeful writing opportunities • Use of sentence stems and visual coding to assist with early sentence structure. • Daily phonics sessions • High quality books available to children • Engage parent and carers in reading and writing experiences. • Introduce Language for Thinking • Exposure to high frequency words
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	• To tell familiar stories and rhymes • Engage regularly with books and story telling • Demonstrating comprehension by discussing what has been read • Write simple sentences that can be read by an adult and others • Read and write simple sentences that are consistent with their phonetic knowledge • Understanding the writing process • Write recognisable letters which are formed correctly • Identifying sounds in words
Reasoning <i>Why has this been decided?</i>	Early reading ignites creativity, sparks curiosity, and stimulates the imagination in young children. Often, this leads to role-play as children grow which helps to develop other skills such as empathy, problem-solving, and morality. Writing with children provides numerous opportunities to develop children's emergent literacy capacities including making meaning/expressing ideas in texts, fine motor skills, concepts of print, phonological awareness, phonics, and creating and exploring texts.

Curriculum Goal	To develop a deep understanding of early mathematics
Experiences <i>How will we achieve this?</i>	• Opportunities to explore mathematics in all areas of the classroom • Well planned and sequenced mathematics teaching • Adults modelling real-life mathematical examples throughout the day • Identifying patterns in the number system and exploring them alongside resources • Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games • Adults to make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.

	- Adults to seize chances to reinforce mathematical vocabulary - The environment has manipulatives and representations support young children to engage with mathematical ideas
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	- Count accurately with one-to-one correspondence up to and including 20 - Understand number bonds up to 10 and recall to 5 - Compare quantities using mathematical language - Understand practical addition and subtraction - Be able to subitise - Begin to explore number patterns
Reasoning <i>Why has this been decided?</i>	Mathematics is an important part of learning for children in the early years because it provides vital life skills. They will help children problem solve, measure and develop their own spatial awareness

Curriculum Goal	To be respectful and curious about the world around us
Experiences <i>How will we achieve this?</i>	- Educational visits and visitors to attend the setting throughout the year to expose children to a range of occupations, cultures and religions - Access to the outdoor classroom - Celebrate religious and cultural traditions - Opportunities to care for living animals - Local walks around the community - Daily exposure to a range of stories, poem and texts - Involving parents and carers to gain insights into prior experiences - Exposure to high quality text - Provide immersive experiences for the children
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	- Children to draw on their experience between past and present - Discussions about people around us and their roles in society - Describe and observe their environment - Know some similarities and differences between different religious and cultural communities in this country - Understand contrasting environments to their own - Investigate changes in the natural world
Reasoning <i>Why has this been decided?</i>	Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains

Curriculum Goal	To perform to an audience with creativity and purpose
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Experiences <i>How will we achieve this?</i>	• Music, role play and art materials being readily available in the environment • Watch, listen and talk about music, dance and performance as a way to express their emotions and feelings • Introduce artists and different forms of art • Provide opportunities to share creations • Sharing assemblies are used as an opportunity for children to perform to their parents • Regular opportunities to perform songs, poems and stories
Knowledge/Skills <i>What we want our children to leave Early Years with.</i>	• Create collaboratively, sharing ideas, resources and skills • Use various artistic methods to express themselves • To explain the processes they have used to create • Make props to enhance role play and performance
Reasoning <i>Why has this been decided?</i>	Expressive Arts and Design is a significant part of our lives from a TV theme tune, the design of a T-shirt or an advert, expressive arts and design is a constant presence. Art in its many forms can be seen throughout the world and in every society past and present and will enable young children to express themselves creatively.