

EYFS Intent

Vision

"A Place to Flourish"

We teach the EYFS curriculum through a mixture of child-lead playful learning and structured teaching. Playful learning happens in enabling environments both inside and outside. The intention of playful learning is to allow children to feel secure, confident and happy. Adults build relationships with the children and support them to build relationships with each other. In addition, as adults play with the children, they encourage imaginative conversation, support them to self-regulate, share and solve problems. Our structured sessions are intended to teach children the skills they need to be confident mathematicians, readers and writers. We have a clear understanding of how children progress in each of these subjects and the teaching and learning reflects this. In addition, we plan to enrich our curriculum through topics which allow children to appreciate for example; different cultures, how things were different in the past, and the changing seasons. We also encourage and teach musicality and allow children to express themselves through art and design.

EYFS Aims

We aim for children to be confident in all 7 areas of the curriculum.

Communication and language - Spoken language underpins all seven areas of learning and development, Back-and-forth interactions from an early age form the foundations for language and cognitive development.

Personal, social and emotional development - This is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Personal development secures attachments that shape their social world.

Physical development - is vital in children's all-round development, enabling them to pursue lives that are happy, healthy and active.

Literacy - children develop a life-long love of reading consisting of language comprehension and word reading. Writing involves transcription and composition.

Mathematics - children develop a strong grounding in number so that they develop the building blocks to excel mathematically. They should also understand pattern and spatial reasoning.

Understanding the world - involves guiding children to make sense of their physical world, their community and sense of the world around them. 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.

Expressive arts and design - the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

School values

Family	Compassion	We learn to empathise as we play and negotiate with others. Through the stories and nonfiction texts we read our eyes are opened to diversity, inclusion and equality.
	Responsibility	We take responsibility for our classrooms by playing carefully with our toys and tidying up after ourselves.
	Collaboration	As we pursue our playful pursuits, we learn to respect one another and take turns and share.
Flourish	Wisdom	We learn about other cultures, time and places through the books we read and the artifacts we handle.
	Courage	We are brave enough to leave our parents, make new friends and try new activities. We have the courage to become independent learners with the confidence to have a go.
	Hope	We are all given the same opportunity to achieve highly.
Respect	Honesty	We try to be truthful in admitting our mistakes and the adults help us to see these as opportunities to grow.
	Forgiveness	We try our best to forgive our friends when they make mistakes. We aim to start afresh each day as we work to build positive relationships with each other.
	Thoughtfulness	Through our playful learning we are making commitments to respect other people's opinions and ideas. We are beginning to consider how our previous learning helps us progress.

EYFS Implementation

We implement the 7 areas of learning through the following.

A Unique Child

We build on what our children already know, can do and their interests;
We celebrate our children's successes, both at home and at school;
We acknowledge, and respond to, the individuality of each child.

Positive Relationships

We foster positive relationships between the adults and the children in the setting, as well as parents, supported by the school's outstanding Christian ethos;
Our children work well together and support each other to be independent in their play and learning. We begin to develop our children's understanding of British values, such as right and wrong, being respectful, working together and fairness.
The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

Enabling Environments

We provide a rich and stimulating learning environment, providing opportunities for learning both indoors and outdoors that supports all areas of learning.
We plan to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish.

Learning and Development

We offer opportunities for learning through a play-based approach. This has a range of starting points and content that matches the needs of each individual child;
Our curriculum is broad and balanced;
We promote and reinforce positive behaviour;
We instil a love of learning where children are inspired.
We use summative and formative assessments to influence both our teaching and how we set up our enabling environment.

Characteristics of Effective Learning. Our

skilled practitioners and our exciting curriculum support our children to develop their skills in the three characteristics of effective learning: -
Playing and exploring - children investigate and experience things, and 'have a go'.
Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Direct Teaching

We directly teach the children in small groups, as a whole class and at times one to one.
Our lessons are planned for and taught in a systematic way, and we have rigorous assessment processes in place ensuring that children make progress in all areas.

Child led learning

We observe children as they play and set up activities in line with their interests.
As adults play with children as they engage in activities that are meaningful to them.

Adult initiated learning

We set up activities in our enabling environments which will support concepts and ideas that have been taught during our direct teaching.

Impact

Formative assessment *throughout the day*

Observations of how children work, talk and play inform us and lead to future planning

Half termly summative assessments

Base line assessment gives us an idea of children's starting points.
Maths and phonics assessments tell us about children's understanding at the end of each half term allowing us to support children to catch up.
Children work towards Early Learning Goals at the end of the year.

Monitoring

We have a variety of monitoring processes in place to ensure on going improvement.

- Subject coordinator time
- Pupil voice
- Observations & drop ins
- Professional discussions
- Learning walks
- Governor monitoring
- External challenge partners

Outcomes for pupils

Family – our children are empathetic students who respect a diversity of traditions from a range of cultures. They can relate situations to their own lives and are supported to see the impact they can have on others.

Flourish – our children enjoy school. They are confident pupils who engage with the enabling environment and listen well to their teachers. T

Respect – through being playful children learn how to be respectful to other people. Through stories and artifacts in our enabling environment our children begin to value diversity, inclusion and equality.