

## EYFS Intent, Implementation and Impact Statement

### Curriculum Intent:

At Slimbridge Primary School, we aim to:

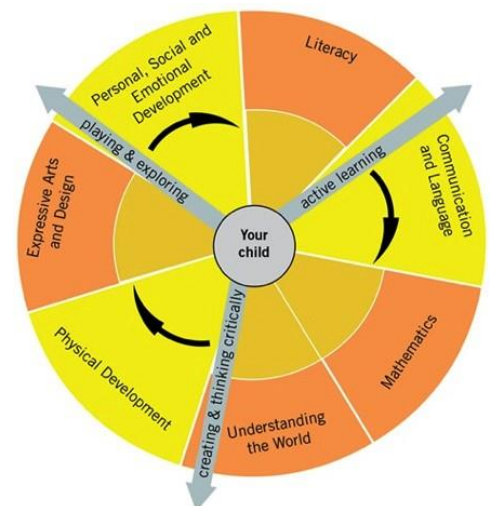
- Give our youngest children the very best start to their education by providing an appropriate curriculum, as well as a nurturing and engaging learning environment tailored to their personal needs, the needs of the cohort and prepares them for their future learning.
- Provide an enriched learning environment that ensures all children, regardless of their background, learn through purposeful play-based activities designed to promote inquisitiveness and foster a love of learning from the onset.
- Enable all our children to develop verbally, socially, emotionally, physically and cognitively so that they are ready to successfully transition into Year 1.
- Hold high expectations for all children in our settings - promoting independence, supporting self-regulation and their 'sense of self' so that they feel that they can achieve their learning goals.
- Provide a holistic and balanced curriculum, utilising free flow activities between our indoor and outdoor areas, that encourage structured play-based activities that are child initiated, where adults join in - to support, scaffold and move their learning on.
- Provide daily core teachings and learning of reading (through a systematic synthetic phonics program), writing and maths.

### Curriculum Implementation:

The children at Little Otters and in our Reception class follow the Early Years Foundation Stage Curriculum (2021).

**Learning is divided into seven key areas:**

1. Communication and language
2. Physical development
3. Personal, social and emotional development.
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design



**Underpinning these areas are three 'Characteristics of Effective Learning':**

1. Playing and exploring – investigate, explore, experience things and 'have a go'
2. Active Learning – concentrate and keep trying, adapting their approach to overcome obstacles, and enjoy achievements
3. Creating and Thinking Critically – having and developing their own ideas, make links between ideas, and develop their own strategies

Practitioners use a cycle of observation, planning and assessment to reflect and inform the needs of each 'unique' child. Our curriculum provides opportunities to learn, practise, embed, secure, master and apply a range of skills within their continuous provision of learning – all of which are facilitated by adults. Each year provides a different cohort of children and we use topics to broaden and enhance children's interests, based on discussions with the children and their families (which evolve throughout the year), as well as skills based planning to secure and ensure progress in their overall development.

Within our settings, we provide all children with a learning environment that is welcoming and safe, where we strive to create happy and curious learners. 'Learning Time' is frequent and embedded within our weekly timetable. Children are given agency over their learning and adults facilitate it through observation and scaffolding learning moments. Within the free flow environment between indoor and outdoor learning, all resources are available at all times and children can select the wide variety of resources they need to enable their learning through play. Through interaction and observation, EYFS practitioners will rotate resources where and when necessary to reignite curiosity and enhance the learning environment.

'British Values' are deep rooted in our EYFS curriculum. We promote an environment that enables independence, understanding of our emotions and others, creative thinking, respect and tolerance. In the first few weeks of Reception class, the children are given the responsibility to reflect on our class values and they formulate their own 'class rules' which we share with parents. Their choices are what drives their development during 'learning time'. We foster the importance of democracy where each child feels heard and their opinion matters. A prime example, is our daily story session, whereby children can select between two stories they wish to listen to by using a gem voting system.

Every child brings a wealth of knowledge and life experience and we enhance their 'cultural capital' and build upon it through widening their experiences further. For example, our weekly 'Show and Tell' sessions offer all children the opportunity to speak and share their wider experiences outside of school with the class, as well as offering up a forum of discussion, questioning and igniting curiosity among their peers. We have strong links with our wider community, making annual visits to Slimbridge WWT, Redwood and frequent visits to the church to celebrate festivals such as Harvest.

## **Reading**

Reading is fundamental to children's literacy development. We teach a systematic synthetic phonics program daily, called 'Anima Phonics' to support all children reach the expected outcomes in reading. 'Anima Phonics' is also delivered to pre-school children at Little Otters to support the early reading and phase 1 phonics stage teachings. At the beginning of the Reception year, parents are invited to phonics meetings to support their child in their phonological awareness at home through their daily home phonics sheets. Phonics assessments are carried out frequently at all stages through the program to ensure children are developing at an expected level and to quickly target children that need more support. Handwriting is an integral part of our phonics teaching. When ready, children are sent home with fully decodable reading books that match their phonic knowledge.

We choose high quality texts to support topic themes as well as creating reading areas, ensuring that the full range of genres are on offer to maximise children's interest and promote a love for reading. The children also enjoy the voting system for our daily story-time.

## **Writing**

In their first year of development, we encourage writing for a purpose, as well as discrete teaching of writing related to our focus book of the week. Tools for writing are easily accessible throughout the classroom. Through their play, children will often be found making signs and tickets for the puppet show they have rehearsed, or drawing a design and writing a list of materials that are need to create a 'junk model' or writing menu lists for an outdoor café. Our core teaching for writing is delivered through Greg Bottrill's 'Drawing Club'. 'Drawing Club' sparks joy and love for new language and stories. The core teaching of 'Drawing Club' is paced to keep children engaged and begins with immersive play in practising language related to the story, then the story itself and finally an opportunity to follow a modelled and then guided session to draw and write about the characters, settings and story. We aim for all children to reach the expected levels at the end of EYFS as well as become happy and confident writers.

## **Maths**

We follow the 'Numberblocks' program with supporting materials from NCETM. The emphasis is for children to develop a deep understanding of number, including subitising, understanding quantities, number patterns, odds and evens and recall of number bonds and double facts up to 5 and 10. The number session is taught daily and children are always very active in their maths learning, where the use of songs, visuals and concrete manipulatives are central to the development of their mathematical understanding. Mathematical experiences are continued into the 'Learning Time' session, where teaching moments are scaffolded by EYFS practitioners and activities are provided to consolidate and aid children to master new skills taught.

We have an inclusive approach to learning. Through continuous observation and formative assessment, we are able to act quickly to support children that are not on track for the expected outcomes. Our interventions are tailored to children's individual needs and these are regularly reflected on and data analysed to measure the impact. We work closely with parents, informing them of their child's development and the support that is needed to enable all children to reach the Early Learning Goals.

## **Transitions**

During the summer term, we offer weekly sessions to transition pre-schoolers (from all settings) into Reception class, so that they can become more familiar with the setting and adults in the class before they begin in September. Likewise, our current Reception cohort have weekly transitions to the Year 1 classroom. In the first week of September, we provide families with the opportunity to participate in a home visit to encourage familiarity with the adults in the class setting and to promote a supportive home/school network around each child's learning and development.

Teaching in Reception class builds on the children's experiences from Little Otters pre-school learning. We strive to build positive relationships with parents/carers from the outset, believing strongly in the valued partnership between parental input and school learning. We use an online learning journey, 'Tapestry', to inform parents of their child's development in relation to the skills outlined in 'Development Matters' and to promote home-school communication, where parents/carers are encouraged to share examples of home experiences.

### **Impact**

The impact of the EYFS curriculum is reflected in the development of our happy and confident learners over the year in each of the seven areas of learning. Summative assessments are made three times per year and formative assessments are an integral part of our planning process. Regular moderation with the EYFS team, whole class team and cluster EYFS practitioners ensure we are confident with our overall judgements. Observations via Tapestry are used to support these judgements and parents are informed through parental meetings at least 3 times per year and when interventions are deemed necessary to support the individual child.