



Early Years Foundation Stage Intent Statement

Intent

Our aim is for every child to reach their potential and flourish into independent, life long learners. We believe in viewing every child as an individual by responding to each pupils unique needs and next steps. By the end of Reception, we will equip pupils with the listening, attention and communication skills and the ability to be resilient, independent and confident. We want every child to feel secure, nurtured and develop a strong sense of self-worth and identity. Through purposeful, playful and memorable learning experiences, our children will develop the knowledge and skills to enable the strong foundations needed to ensure they are prepared for the next part of their school journey.

Continuous Provision

The enabling environments and continuous access to resources that enable progression in knowledge and skills.

Adult-initiated

Learning experiences, resource or interactions that are purposefully planned based on identified needs or skills development

Early Years Curriculum

The board, progressive and sequential skills and knowledge we intend our pupils to learn and acquire.

Practice in EYFS is led by the Seven key feature of effective practice as highlighted in Development Matters.

1. The best for every child
2. High quality care
3. The Curriculum: What we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self regulation and executive function
7. Partnership with parents

The framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities.

Children in both our Nursery and Reception classes follow the whole school **Setting Sails Curriculum** and the EYFS Guidance, which has seven main areas of learning.

The Prime Areas: -

Personal, Social and Emotional Development
 Communication and Language
 Physical Development

The Specific Areas: -

Literacy
 Mathematics
 Understanding the World
 Expressive Arts

Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive



Implementation



The teaching of these areas of learning is practical, playful, skill based and inclusive with support and challenge from adults in class sessions, focus groups and working with individuals.

There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities when adults scaffold learning through skilful interactions, rainbow challenges and questioning in an enabling learning environment through 'Independent learning time'.

Throughout all of these areas of learning and at the heart of our EYFS are the “**Characteristics of Effective Learning**”.

We strive to develop these key characteristics of “**Playing and Exploring**”, “**Active Learning**” and “**Creative and Critical Thinking**” in order to give the children the skills that they will continue to draw upon throughout their development.

All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year. These encompasses a range of topics, which are designed with their interests in mind and supporting children to develop their experience and knowledge across a range of themes. These are supported through our overarching questions, for example “*Why do we celebrate?*” (Autumn term).

This works alongside our Skills Progression document, which supports children to develop and practice skills. In Nursery the skills covered are:

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Autumn	Spring	Summer
Motor	Printing and drawing	Cutting and collage
Painting	Malleable	Sand and water



In Reception the skills covered are:

Autumn	Spring	Summer
Painting Printing	Sand Joining and assembling.	Drawing
Malleable	Cutting Collage	Water

Child observations ensure that children’s individual interests are developed alongside a strong progressive Setting Sails curriculum.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care.

We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to and challenge all children, regardless of where they are on their developmental journey.

The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

- Within our EYFS, children are assessed continuously through accurate skill based observations. These provide us with information for immediate and future planning, not only for our individual classes but also for individual children’s next steps in their learning. Regular assessments will be carried out to ensure progress tracking and analysis of gaps in learning that will inform future planning.
- Observations enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make positive progress from their starting point within our EYFS settings.
- Evidence of learning will also be recorded within the pupil’s maths, literacy and topic books as well as being shared on Class Dojo portfolios with parents and cares. These will be used to support assessment information across the year.

Impact

By the end of the Early Years Foundation Stage we aim for all the children to have made positive progress from their starting point towards the Early Learning goals. Aiming for a good level of development measure (GLD). To achieve this, they will need to meet the expected level in the ELGs across the **Prime Areas** of Communication and Language, Physical Development, Personal, Social and Emotional Development and in the Specific **Areas** of Literacy and Mathematics.

SEND/Disadvantaged

Our ambition is for all of our pupils to access the full EYFS Curriculum. Children with additional needs will be supported to provide them with accesses to our curriculum at a level that challenges them. This might mean that extra support is provided to ensure children with additional needs are able to make positive progress from their starting point within our setting. This provision will be set out in a Personal Learning Plan (PLP).