



# Early Years Foundation Stage Intent, Implementation and Impact Statement



## Intent

Our Intent is embodied through our EYFS vision. We aim to provide a coherent, structured and progressive curriculum that is based around high quality teaching and acquiring good subject knowledge, understanding and skill. The curriculum is designed with the following aims in mind:



### RESPECT

To provide a happy and safe environment where learners are proud and feel valued as part of our school family and they respect, tolerate and care for one another

- Children deserve our very best and are at the heart of all that we do. Practitioners will have excellent knowledge of child development to inform clear next steps.
- Relationships will be positive and respectful. We will ensure that we get to know and value each child and their interests and fascinations. The formation of strong relationships will ensure that each child can be given the best start to succeed.
- A secure partnership with parents will be vital to our vision. We will ensure that we are open and honest, offering timely support so that each child can achieve their full potential. We will seek to equip and empower parents to confidently support their child's learning journey.

### EMPOWER

To enable learners to acquire strong foundations in communication, reading, writing and mathematics. To provide opportunities for learners to become an 'expert' as they gain subject specific knowledge, skill and understanding. They will become successful lifelong learners who have high expectations and aspirations

- Every child will be supported to develop their language skills. We will provide a language rich environment where we will unpick, use and embed new vocabulary as a starting point for learning. We will monitor children who require further support and ensure that every child becomes a confident communicator so they are able to flourish within all areas of the EYFS curriculum.
- The role of the adult is to guide each child on their individual learning journey, encourage a love of learning and enjoy learning alongside children. They will enable high quality interactions and modelling and be responsive to what each child needs. All adults will be an inspirational role model.
- We will hold high expectations which are challenging whilst also attainable. We will support each child in providing them with the opportunities to succeed and we will deliver the very best for all children.



### GROW

To give our learners exciting and memorable experiences which develops a love, curiosity and thirst for learning and provides an awe and wonder of the world. This will allow them to grow spiritually, morally, socially and culturally, helping them to become independent thinkers

- Our curriculum will be imaginative, flexible and provide support for the needs of all our children. Play will be an essential part of each day where a child can explore their interests and fascinations. We will provide a balance of approaches including play, modelling, guided learning and direct teaching. We will enable all children to know more, remember more and be able to do more.
- Planning will be carefully sequenced, imaginative and collaborative. We will ensure that children are able to deepen their knowledge, skills and understanding whilst securing strong foundations. We will provide opportunities for children to apply their learning

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consistently and in a range of contexts. We will be flexible to ensure that children's interests can drive learning and progress.

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years. We ensure that the seven areas of learning (Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Expressive Arts and Design and Understanding of the World) are embedded within our planning, teaching and learning opportunities within indoor and outdoor provision. We plan using a topic-based approach which provides opportunities for pupils to develop the basic skills such as reading, writing, phonics, number recognition and counting, and allows pupils to develop socially and emotionally as they form friendships and explore their feelings. Topics will be enhanced by the ideas and interests which pupils and staff bring to the learning environment. The aim is that our young children will make connections and learning will become 'fixed' in their long-term memory.

The Early Years Foundation Stage learning environment will provide opportunities for pupils to ask and answer questions, explore, find out things, cooperate and solve problems through a range of different play based provision. Play based opportunities are provided through provision areas such as the sand, water, construction, small world, music, writing, maths, and many more. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills, knowledge and understanding to have a smooth transition and be ready to access the Year 1 curriculum.

Throughout Lower Foundation Stage and Upper Foundation Stage, we use the following subjective specific objectives to ensure accurate progression and sequential teaching that continues to be revisited and built upon throughout the EYFS:

### Key skills in the Early Years

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Listening, Attention and Understanding</b> Listen attentively	<b>Self-Regulation</b> Talk about feelings	<b>Gross motor skills</b> Negotiate space safely	<b>Comprehension</b> Retell stories and narratives	<b>Number</b> Have a deep understanding of numbers to 10	<b>Past and Present</b> Talk about past and present events	<b>Creating with materials</b> Use and explore a range of tools and materials
Make relevant responses	Follow behaviour expectations	Demonstrate strength, balance and coordination	Use and understand recently introduced vocabulary	Understand the composition of each number to 10	Talk about lives and roles	Experiment with colour, form, design and function
Ask questions	Adapt behaviour for the situation	Move energetically in a range of ways	Predict key events in stories	Subitise up to 5	Talk about similarities and differences between past and present	Talk about the process
Give attention to others	Set and work towards personal goals	<b>Fine motor skills</b> Hold a pencil effectively	<b>Word reading</b> Recognise phase 2 and 3 sounds	Automatically recall number bonds to 5	Understand the past in a range of contexts	Use props and materials for role play
<b>Speaking</b> Engage in conversation with peers and adults	Follow instructions	Handle a range of tools and equipment	Use phonetic knowledge to decode regular words	Recall some number bonds to 10	<b>People, Culture and Communities</b> Describe the immediate environment	<b>Being Imaginative and Expressive</b> Invent, adapt and retell narratives
Use key vocabulary in their speech	Show restraint and patience	Show accuracy and care when drawing	Read and understand simple sentences	Recall some double facts	Use maps, observation, stories and non-fiction texts	Sing songs and nursery rhymes
Describe events in the past, present and future	Show independence, resilience and perseverance		Read some common irregular words	Add and subtract	Discuss similarities and differences between cultures and countries	Perform songs, rhymes, poems and stories
Speak in full sentences	Talk about the need for rules		<b>Writing</b> Form letters accurately	<b>Numerical patterns</b> Verbally count beyond 20 and recognise patterns	<b>The Natural World</b> Explore the world around them	Move to music
Develop narratives and explanations	Manage basic hygiene and personal needs		Write simple sentences that can be read by others	Compare quantities in different contexts	Observe, draw and describe the environment	
	<b>Building Relationships</b> Play cooperatively, taking turns		Spell words using phonetic knowledge	Explore and represent patterns within numbers up to 10	Talk about similarities and differences	
	Form positive relationships				Understand and describe changes in the natural world	
	Show sensitivity to others					

Development Matters has also supported the creation of progression of skills grids for each area of learning, which are used across both Lower and Upper Foundation Stage by practitioners, to clearly identify where the children are confidently working and identified next steps.

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### Implementation

At the beginning of each half term, children are introduced to a new topic which provides an exciting stimulus for learning, whilst also allowing the children to lead their own learning and fascinations through child-initiated play. The new topic provides the opportunity for making links to previous learning; providing hands on and meaningful learning experiences through visits/visitors, purposeful play provision and the development of communication, language and vocabulary linked to the topic. The topic title is the same across both Lower and Upper Foundation Stage. There is a clear progression across the year groups in terms of knowledge, skills, understanding and vocabulary. We ensure that the prime areas of CL, PSED and PD are woven through all aspects of our topic and provision opportunities.

Throughout their time in EYFS, children learn through a balance of approaches including, child-initiated play, modelling, guided learning and direct teaching. Children are provided with plenty of time to engage in 'exploration' throughout a variety of learning opportunities which are carefully planned to engage and challenge in both indoor and outdoor provision. We have implemented the 'Wanderlust' approach within our outdoor provision, where children are provided with a provocation to support their learning and experiences in the outdoors. These provocations follow a sequence which is linked to the seasons and our current teaching topics.

Within Upper Foundation Stage, the children will take part in direct teaching each day. This will form a sequence of learning that is identified below:

- **Recap and review of prior learning-** All learning will start by revisiting prior knowledge so that children can make meaningful links and teachers can check understanding.
- **Modelling-** New learning will be clearly modelled using small steps to show the knowledge, understanding, skill and vocabulary which is needed. The 'I do, you do, we do' modelling approach will make sure that enough time is given for the children to fully understand what has been taught to them.
- **Scaffolding-** Children will be provided with a scaffold to their learning to ensure that they are supported. This may be in the form of adult support or a learning resource.
- **Guided practice-** Children are supported as they practice and are given clear feedback and are questioned to check their understanding. Children are encouraged to use the new vocabulary and talk as a learner to fully explain their thinking and understanding.
- **Independent practice and challenge-** Time is given for the children to independently practice the new learning and all children are challenged at the stage they are working at. Challenge will be given through questioning and the tasks that are set.

As an EYFS team, we recognise the importance of continually adapting and enhancing our knowledge, skills and understanding to provide the very best for our children. We ensure that we hold a good subject knowledge and have engaged in a variety of research to support our practice. Current research includes: Rosenshine's 17 Teaching Principles of Effective Instructions and EEF research surrounding early literacy, language and mathematics. We have also engaged with CPD opportunities surrounding high quality interactions and Communication and Language. We also have regular monitoring of teaching and learning and the opportunity for coaching, modelling and joint teaching to further develop our strengths and next steps. We ensure that there is consistency through work sampling, pupil voice and pupil discussions with SLT.

We recognise that strong parental partnerships are essential and we seek to empower parents and carers to support their child's learning journey. We provide opportunities for parents and carers to join us in school and support their child through a variety of workshops, share their learning and celebrate successes. We keep parents informed through weekly newsletters (in Lower Foundation Stage) and half termly class newsletters (in Upper Foundation Stage) where we explain our current

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learning topics, vocabulary and upcoming events. We have open and honest communication with parents and 'our doors are always open' policy. We work together to ensure that each child can flourish and provide specific support when needed. This includes transition sessions, stay and play sessions (Lower Foundation Stage), parent workshops linked to areas of the curriculum, reading cafés, class collective worship, Awesome Achiever celebrations, Hygge outdoor workshops, pupil progress meetings and end of year reports.

### Phonics and Literacy

As a school, we recognise that reading is a life skill that needs to be taught, nurtured and developed. Enjoying books and reading stories from a very early age is crucial in reading development and therefore this begins with our youngest children in our Lower Foundation Stage.

We value that reading teaches children about the world around them, develops imagination and enables them to understand and use a wide range of words. We understand the need for children to gain good phonics knowledge alongside an understanding of vocabulary and comprehension in order for them to become confident and fluent readers. The teaching of reading is given a high priority throughout the EYFS and all staff recognise the importance of teaching skills thoroughly and instilling positive attitudes towards reading. Time in the school day is dedicated to story time where children have the opportunity to listen to a story read to them by an adult who brings the book to life through our 'magic of stories' approach. These books are carefully chosen to provide an engaging and enjoyable experience and aims to develop a love of reading.

Our Literacy curriculum is driven through high-quality texts, which are used to stimulate writing and enable the children to read the text and become fully immersed in the book. The start of the literacy teaching will be focused on introducing the text in an engaging way and will provide the children with the opportunity to unpick the text and the vocabulary used by the author. As part of the literacy teaching, talk for writing will also be used focused on developing the children's speaking and listening skills by ensuring they are confident in retelling a familiar text.

For early and developing readers, phonics books will be sent home linked to the letters and sounds which have been taught. This book will have been introduced to the children in class during their guided practice session and therefore will be a familiar text to allow them to read at home with confidence and fluency and to celebrate reading success. The home books also allow the children the opportunity to practise reading words by blending and segmenting enabling them to gain secure phonic knowledge.

The development of children's phonics is a key skill that impacts on their progress as a reader and a writer. It is through their knowledge of phonics that children can read and write unfamiliar words by saying the sounds which match the letters in the words and then blending the sounds together. We follow the 'Little Wandle' Letters and Sounds Programme across school. The 'Foundations to Phonics' elements ensure that the children in Lower Foundation Stage are supported in their oral blending, phonemic awareness and language development in readiness for Phase 2 teaching. There is also a clear focus on nursery rhymes and action rhymes and sharing high quality stories with our youngest children.

### Mathematics

Our maths sessions are taught each day and supported by the White Rose Maths Hub schemes of learning. We teach with the aim that the children become fluent, confident mathematicians, who can use maths in everyday life and problem solve independently. We have a focus number of the week where we sequentially unpick the number, including different ways to represent it pictorially, discussions surrounding what we know using key vocabulary and games to develop quick recall of numerals and facts. We also use a variety of resources to support hands on learning, such as Numicon, dienes, Velcro number sticks, numeral flashcards, counting frames, number tracks etc.



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During every maths lesson we aim that through our questioning and expectations that children become confident in their talk as mathematicians and that they explain using mathematical vocabulary. We encourage children to consolidate and deepen their mathematical knowledge, skills and understanding within provision both indoors and outdoors. We engage with the children in provision and take part in small group guided activities and games to further assess individual next steps in Mathematics. We also use our learning environment and provision to support learning surrounding shape, space and measure.

### The Wider Curriculum (including Expressive Arts and Design, Understanding of the World)

We recognise the clear link that the EYFS curriculum provides in relation to the National Curriculum subjects. KS1 staff and subject leaders are also aware of the building blocks that have been covered during EYFS to support the journey and progression into KS1 wider curriculum areas.

In the EYFS, children are provided with a wealth of opportunities to explore a range of resources in creative ways. They have access to workshop provision, art resources, loose parts and the outdoor environment on a daily basis. Exciting and purposeful activities are planned to build on children's natural curiosity. For example, creating a net to catch a superhero baddie enables them to think like a 'Scientist' and 'Designer' as they explore a range of materials and test out their own ideas. The children are encouraged to cooperate, have a go and reflect upon their learning during play and at the end of the day in 'candle time'. Staff in the EYFS will discuss the children's learning in relation to WAGOLL (what a good one looks like) and share amazing examples of learning to encourage high expectations and a love of learning. We ensure that the Characteristics of Effective Learning are an integral part of the EYFS and use 'Learning Muscles' to support the children to discuss and describe their experiences in an age appropriate way. The learning that is shared and observed can be seen on displays, in learning journeys and within class floor books. Floor books are reviewed and revisited throughout the year to ensure that children can know more, remember more and be able to do more.

### Impact

Our children join our EYFS with a variety of starting points and a diverse range of knowledge, skills and understanding. We hold high expectations and ensure that outstanding relationships are formed to nurture each child and their individual next steps. We endeavour that all children make at least sufficient progress from their starting points across all areas of the EYFS curriculum. At the end of EYFS, we strive for our children to be prepared for the KS1 curriculum and achieve expected within the Early Learning Goals, and for our data to be at least in line with National Expectations. The impact of our EYFS curriculum is that children have a thirst for learning where they are willing to have a go, be curious, keep on trying, cooperate with others and aim high. They are fantastic ambassadors for our school with excellent behaviour and a good understanding of the importance of the right to learn, be safe and show respect (our school rules).

We have excellent transition arrangements to get to know the children effectively and support their PSED skills and well being for their entry into our EYFS. We ensure professional dialogue between our Lower Foundation Stage and other external nursery providers when they join our Upper Foundation Stage. We also provide opportunities for the parents to provide an insight into their child's gifts and talents and next steps.

We ensure that all children are supported and that any specific needs are identified in a timely and effective manner. We have qualified NELI practitioners who lead this evidence-based language intervention to support communication and the development of vocabulary for a small group of pupils in Upper Foundation Stage. We also use 'Little Wandle' phonics interventions to support with blending skills and individual keep up of taught sounds. There is an ongoing professional

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dialogue across all EYFS staff to ensure that we are aware of any children who are at risk of not making expected progress and priorities and next steps are put in place as part of this. We carefully monitor different groups of pupils to ensure that they can flourish and reach their full potential.

We measure the progress of our children throughout the EYFS using ongoing observations, planned activities, evidence in floor books, learning story displays, learning journeys, books, pupil voice and Little Wandle phonics assessments (half termly). This allows us to build a holistic view of where each child is working and their next steps. We record and update our in school data on a termly basis through professional dialogue and moderation. This allows us to ascertain the strengths and next steps within each class and cohort as a whole. In the Summer term, we complete the EYFSP and ensure that all judgements are discussed, quality assured and moderated. We share the judgements with parents and carers, SLT, Governors and KS1 staff to ensure effective transition arrangements as the children begin their journey in Year 1. Year 1 staff have a good understanding of the Early Learning Goals and how these link to the KS1 curriculum expectations.

Our teaching, pedagogy and provision are reviewed and evaluated regularly within EYFS. As a full EYFS team, Lower Foundation Stage and Upper Foundation Stage meet termly to unpick an area of the EYFS curriculum. We share excellent practice and ensure that there is consistency, monitoring and evidence based research that is explored together. Our EYFS features in our School Development Plan and there are key priorities which will be secured throughout the year to raise outcomes and standards. These priorities are overseen by our Early Years Leader and SLT.