

Our Intent, Implementation, and Impact for Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the stage of education for children aged birth to 5 years old. The EYFS is delivered through a well-planned play-based approach to learning and development with the children aiming to achieve what we call the early learning goals (ELG) by the end of the EYFS. We have used Statutory Guidance, The Development Matters Guidance as well as key concepts from Birth to Five Matters to develop our curriculum. In our Foundation Stage we have a nursery setting and three reception classes. We work closely as an Early Years team to ensure the children at Woodfield gain a full and enriched start to their school experience.

Intent

At Woodfield Primary School we greatly value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. The curriculum in Early Years is designed to provide experiences that help **to develop strong language and communication skills and increase children's vocabulary**. Learning opportunities with a focus upon communication skills are carefully planned, ensuring that children experience high quality texts daily, key vocabulary focuses as well as quality intervention.

Our curriculum has been designed to reflect **current metacognition research**; children need opportunity to embed learning over time in a range of contexts for information to be retained in long term memory. Our purposeful and engaging curriculum maps out **skills progression** throughout the year as well as children having opportunity to apply these skills according to their own interests. This allows children to lead, take ownership, and become immersed in their learning and develop sustained thinking and focus. We believe that all children deserve **an education rich in memorable experiences and diverse opportunities** that allows children's natural creativity and curiosity to flourish. We plan quality hooks, experiences and texts throughout the year which **promote inclusion and diversity**; ensuring that children experience a range of different cultures and have an acceptance of all regardless of any differences.

Our EYFS curriculum is designed to lay strong foundations so that the children develop the **characteristics of an effective learner** as well as having the **knowledge and skills to be ready for the key stage 1 curriculum**. Our aim is for children to leave reception with developed thinking, language, and problem-solving skills. They will move into KS1 as **confident and capable readers and inquisitive writers**, with the fundamental principles of **number deeply embedded**.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities and continuous provision. Practitioners respond to each child's emerging needs and interests, guiding their development through meaningful, positive interaction to move their learning forwards. We value **a holistic approach** to learning ensuring that parents and guardians, outside agencies and the whole Foundation Stage team work effectively together to support the learning and development of the children in our care.

Implementation

The fundamental principles of our curriculum are implemented by:

- Providing high quality language provision daily via our planned high-quality texts, vocabulary focuses as well as key intervention.
- Carefully planned activities that build on skills over time as well as providing meaningful learning experiences, developing each child's Characteristics of Effective Learning.
- Providing child-initiated activities in line with children's starting points which enhance their learning and impacts on progress.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Working closely with the Year One team; moderating together as well as carefully planned transition.

We recognise the importance of play to support effective learning. It is an essential and rich part of their learning process, supporting all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can **provide multiple ways for children to learn a variety of different skills and concepts**. Through this we provide a broad and balanced education that meets the needs of all pupils.

Practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in **practical, first-hand experiences** which will support children to discover, explore, investigate, and develop their personal interests and curiosity, and help to make sense of the world around them as they begin to understand specific concepts.

Early reading is taught through daily phonics sessions using Read Write Inc. Phonics is essential for children to develop both reading and writing skills and therefore is a **fundamental part of our curriculum**. Phonic sounds are introduced in a systematic manner and progress is monitored with children moving on to read books from the scheme. The sessions are delivered in an engaging way and activities are revisited to embed over the year. We support children to do this in a range of ways including holding a Sentence, Fred Talk and rhymes associated with each sound. Children take books home in line with their phonic knowledge to **further practice and embed their reading skills**.

During English, children will explore **core texts** throughout the year which build progression into Key Stage One with a mix of **traditional tales, modern texts, non-fiction texts as well as poetry**. Children will also explore books each half term related to Understanding the World areas to deepen their understanding and knowledge. Each class has a **high-quality text box** which have specifically designed to support children's **rapidly growing vocabulary, exposes them to new and unfamiliar words and their meanings**. Children develop their early writing skills firstly by the imitation of stories that they learn using actions and story mapping techniques then, when ready, will continue to explore writing for different purposes including labels and captions, retelling stories, writing lists and simple instructions. We will also support children to learn to use finger spaces, capital letters and full stops in their writing and develop the ability to sound out new words for spelling.

Maths is taught daily through whole class sessions, followed by small group activities, and play based activities with wide range of opportunities to develop critical thinking and problem-solving

skills. The children will develop their understanding of number and shape. They will do this through the exploration of the world around them and through active learning. This begins with mastering numbers 0-5 and then progresses through to 0-10 as well as counting skills up to 20. Our maths scheme aims to 'go slow to go fast' exploring the composition of each number deeply which allows secure foundations to be built upon in Key Stage One. We want our children to become confident mathematicians who can apply what they have learnt in real life contexts.

Impact

From their own individual starting points, the children will build the foundations of knowledge and skills needed, across all areas of the curriculum, so that they are well prepared for the transition into Key Stage 1. Children will develop a sense of self, gain independence and resilience, alongside gaining fundamental social skills that will prepare them for their future learning and successes. They will demonstrate high levels of engagement in activities, developing their speaking and listening skills as well as their social and emotional skills, showing tolerance and compassion. The children will have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning. Children will have developed their Characteristics of Learning and be able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. They will be confident to take risks and take pride in what they are doing and their achievements.

Here at Woodfield, we aim to help children become the best they can be. We know that when children are happy and secure, they thrive.