



Early Years Foundation Stage: Intent, Implementation & Impact

Curriculum Intent

At Maulden Lower School our Early Years curriculum is designed to build strong foundations for every child in our Early Years Foundation Stage. We aim to celebrate and develop our children's interests and natural curiosity and build on their prior learning and experiences at home. We are committed to providing the best possible start to preschool and school life, teaching them skills, and giving them experiences that will ensure their well-being now and success in the future. We aim to develop the whole child through our twelve core values, which underpin all that we do.

Every child has access to a broad, balanced and creative curriculum which prepares them for now and for their future success in terms of knowledge, skills and understanding and experiences. Following their personal interests and individual needs, allows us to provide enriched opportunities to support learning and development and helps children to achieve their next steps.

We aim to provide a safe, effective and engaging indoor and outdoor learning environment that is rich in language and where different types of learning can occur. Children will have a wealth of opportunities to actively learn, play and explore and create and develop their thinking and problem solving skills. We believe that learning should be fun, purposeful and challenging. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements.

Through positive attitudes and partnerships with parents and outside agencies we endeavour to develop the whole child in a safe and secure environment, where each child is seen as an individual and achievements are celebrated. As children begin their learning journey we take into consideration children's starting points and we support them to develop and progress regardless of backgrounds, circumstances or needs.

Curriculum Implementation

In preschool and reception we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage. We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.

Children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children learn through a balance of child-initiated, adult-directed and independent learning activities and interwoven through these are children's own interests. We plan for meaningful learning experiences to develop every child's Characteristics of Effective Learning. Phonics and Mathematics teaching and learning take place daily and wherever possible children experience hands-on and interactive learning. Teaching sessions are followed by focused group or individual sessions where children work with a member of staff to achieve their next steps. The teacher and early years supporting adults check for understanding and identify and respond to misconceptions at the time providing real-time verbal feedback.

We follow the White Rose Maths scheme of learning which underpins the Educational Programme of Mathematics (DFE March 2021) providing a curriculum that embeds mathematical thinking and talk. Key mathematical concepts are taught, revisited and developed across the year. The scheme is divided into ten phases and provides a variety of opportunities to develop understanding of number, shape, measure and spatial thinking. Children learn through hands-on activities, games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. These early mathematical experiences are carefully designed to help children remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Phonics, reading and communication and language are at the heart of our Early Years curriculum. We support every child's language and communication development and provide lots of opportunities for children to have conversations and hear adults modelling language and introducing new words. Early years staff share rhymes, stories and high quality texts using voice, gestures and facial expressions to capture children's imagination and to develop a love for language and extend their learning. We create stories with children, asking them to predict what's going to happen next and helping them to make up their own ideas, characters and endings to familiar stories.

We follow the Read Write Inc. scheme across the early years and Key Stage 1. Phonics is taught daily through whole class and differentiated phonic groups. Phonic sounds are introduced in a systematic manner and progress is monitored with children moving on to reading books from the scheme. The sessions are delivered in an engaging way and activities are revisited to embed over the year and supported in a range of ways including Hold a Sentence, Fred Talk and rhymes associated with each sound.

Our curriculum evolves with each new cohort and learning opportunities are based on their interests and on the local area and the world around us. Every child can access all areas of learning and cross-curricular opportunities enable all aspects of children's development to promote playing and exploring, active learning and creative and critical thinking. 'Exploring Time'

provides every child with the opportunity to follow their interests and access a variety of experiences carefully planned to engage and challenge them inside and outside the provision.

Our inclusive approach means that all children learn together and we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, small group booster sessions in mathematics and phonics, small group Read Write Inc. guided reading sessions and The Nuffield Early Language Intervention (NELI) programme to improve children's language and early literacy skills. We use the guidance for SEND in the early years graduated approach document which provides guidance to support planning and decision making for children with Special Educational Needs and Disability (SEND) and we involve outside agencies where relevant.

Our early years staff in preschool and reception all work together as a team chatting daily about ideas, concerns, suggestions and how best to inspire and support all of our children. We notice what our children can do, the things they need support with, what they know and what they are keen to find out. Staff act as role models to all children to support children to develop independence, make the right choices, build relationships and develop their communication and language skills. We provide opportunities for children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning and providing enough challenge to develop resilience. We suggest home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

Our Key Learning Skills evolve with the needs and development of each cohort and help us to focus on what we want children to know and be able to do by the time they transition to KS1. We continually strive to develop and evaluate our practices and enabling environments for the benefit of every child. We keep lines of communication open with parents and carers and we take on board their comments and suggestions.

Impact

We have high expectations for every child to progress from their starting points and make good or better progress. We aim for children to achieve GLD and reach the Early Learning Goals at the end of reception and to be in line with or above National Expectations. The impact of our curriculum is measured by baseline and half termly assessments and pupil progress meetings where we discuss the percentage of pupils achieving age related expectations. Supportive interventions are put in place if and when needed.

Early Years staff make observations which inform future planning and ensure that all children build on their current knowledge, skills and understanding. Our assessment judgements have been moderated both in school and externally with local schools in our trust. The impact of our curriculum can also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our School Values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and positive role models in our wider society.

Children develop skills across all areas of the curriculum and a wider sense of the world around them. They will have the ability to draw on these experiences during interactions with others, link this to prior and new learning and will be able to explain their ideas and understanding. Children will be confident to take risks and discuss their achievements and what they have learnt

from their marvellous mistakes. By the end of the Reception year children progress from their starting points and make good or better progress. Children will be equipped with the resilience, skills and knowledge to make a smooth transition into Year 1.