

Our EYFS Curriculum- Intent, Implementation and Impact



Our Early Years Foundation Stage unit consists of a 52 place Nursery and two 30 place Foundation Stage 2 classes. Our aim is to develop individuals and foster a life-long love of learning in a safe and happy school.

Intent- Why we teach what we teach?

At Loughton Manor we endeavour to provide all children with the skills and knowledge they need to equip them to face the challenges of future school life and beyond. We recognise that all children are unique. We celebrate and welcome differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year group whilst also building their knowledge further so that they are ready for the transition to Year 1. We have then designed our curriculum which provides the cultural capital that we know our pupils need so that they can gain the knowledge, skills and understanding they require for future success.

We look at all children as individuals. We look at their prior learning and experiences before entering our setting through discussions with parents, home visits and feedback from previous settings. Our children enter having had a range of different experiences and coming from a range of socio-economic and cultural backgrounds. What we aim to foster is curiosity, resilience and high aspirations for their future.

In our Nursery we prioritise the three prime areas of learning; Personal, Social and Emotional Development, Communication and Language and Physical Development as we believe these are the building blocks for all the children's future learning. As the children move into Foundation Stage 2 we aim to provide children with the skills and knowledge which enables them to thrive and achieve academic success.

Implementation- How do we teach what we teach?

Pupils learn through a balance of adult-led and child-initiated activities. Our timetable is carefully planned to ensure the children receive high quality phonics teaching daily and teaching sessions throughout the week to ensure the children gain the skills they need in order to succeed and achieve their maximum potential. Our enabling environment is designed so that the children are provided with plenty of time to engage in 'exploration' and can access a range of curriculum activities, both indoors and outdoors throughout the day. High quality interactions with adults in the setting support the development of new skills and vocabulary, correct misconceptions and support children towards achieving their next steps.

At the beginning of each half term, EYFS staff introduce a new theme to provide inspiration for learning. Through discussion staff assess prior knowledge and the children generate questions they want answered about the topic, which provides the flexibility for children to follow their own interests and ideas.

Early Reading

Early reading sits at the heart of our curriculum. While this does include systematic teaching of phonics in FS2, we go beyond the basic diet of a phonics only approach. Over decades we have developed and refined a rich environment that supports early reading skills right from the start of Nursery, underpinned and supported by a wealth of robust classroom-based research.

We get to know our children as individuals, their backgrounds, where they are, what they need and what motivates them. This helps us carefully plan a curriculum rich in high quality texts that will

enthuse, excite, engage and develop children's early reading knowledge and skills. We observe each child, gaining a good understanding of the needs of those starting or even falling behind and intervene appropriately and promptly, supporting the child and their family where needed.

Our provision reflects the experiences of our children. This allows us to focus on children's experiences and attitudes to reading, not just the knowledge and skill needed to perform the 'mechanics' involved in word reading alone. We aim to develop children's attitudes towards reading as much as we aim to develop their understanding of the alphabetic code. Specifically:

- Motivation
- To be curious and inquisitive
- Persistence
- Open to the sense of the rewards that meaning can bring to foster their will and persistence
- Resilience; a willingness to take risks, be tentative and to correct their own errors
- Confidence; believe that they will learn to read and get better at it
- To recognise the value of reading and view books and reading as a source of pleasure and satisfaction, information and understanding
- To be reflective about what is read.
- Interested in making connections to their personal experiences, understanding of the world and other texts read.

We have developed practices of reviewing and choosing quality children's literature that enables us to meet our children's interests and needs, encouraging a love of reading, seeing themselves as protagonists in stories and enabling each child to become part of a classroom community of readers. We consistently use resources and training from expert organisations such as the United Kingdom Literacy Association and the Centre for Literacy in Primary Education to continue to develop and refine our practice and resources. Research shows us that by planning our environment in this way, taking a balanced approach to reading provision and encouraging a love of reading, we are better able to nurture children that grow to become happier and more successful!

'The most successful schools and teachers focus both on phonics and on the process of making sense of text. Best practice brings these two key components together, in teaching that gives children a sense of the pleasures reading can bring, supports them in making personal sense of the texts they encounter and also shows them how to lift words off the page.' **Henrietta Dombey (2006)**

'The evidence for a balanced approach to reading is extensive, from both observational and experimental studies.' **Education Endowment Foundation, Improving Literacy in KS1 Toolkit (2016)**

'Reading enjoyment is more important for children's educational success than their family's socio-economic status.' **OECD (2002)**

'The National Literacy Trust cites overwhelming evidence that literacy has a significant relationship with a person's happiness and success. A deep engagement with storytelling and great literature link directly to emotional development in primary children.' **Rose (2008)**

Mathematics

Numbers are all around us, and in the same way that we draw children's attention to letters and words in the environment, we talk about numbers and shapes with them too. With this in mind here at Loughton Manor First School, we aim to foster a lifelong love of mathematics. We make the most

of every opportunity to talk about quantity to help the children understand the value of numbers. Children's mathematical development will occur as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measure. Maths is accessible to all and provides us with key life skills.

"Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country." David Hilbert, mathematician.

By taking part in daily counting games, by singing number rhymes and reading number stories, the children develop their familiarity with number names and begin to use them spontaneously in their play.

Every opportunity is taken to bring maths to the children. Each day we engage in at least five minutes of mental maths which may take the form of counting how many peas are left on our plate at lunchtime or how many minutes until tidy up time to name but two. Children are provided with opportunities to explore physical resources when counting to develop their knowledge of 1:1 correspondence.

Children begin to understand the idea of early addition (more) and early subtraction (less) by being a frog hopping on or off a log or a passenger getting on or off the bus. By using role play in this way the mathematical concepts and vocabulary become embedded as the children make neural links between the abstract and the concrete.

Mathematical reasoning is developed by allowing children opportunities to explore and investigate. They begin to notice patterns in numbers by looking at ten frames, Numicon tiles, representations on a die, house numbers and number lines to name but a few. Children's use of descriptive and comparative language is supported and extended through high quality interactions with the adults in our setting developing the children's ability to talk about size, shape, colour, numbers and patterns all around them.

The children's spatial awareness is developed by allowing them opportunities to explore and engage with shape, space and position as part of their everyday play. By moving themselves and manipulating objects within our safe environment, they can find out what it is like being under, over or behind things as they crawl through tunnels, climb on the wooden bricks and hide under the climbing frame. Time is given to allow our children to handle and play with lots of different types of shapes, with different equipment in the sand and water trays and a wide variety of construction materials to develop their understanding of the properties.

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who need extra support in particular areas of the curriculum, or are showing a greater depth of understanding and need further challenge. This includes sessions for developing speech and language, kaleidoscope and forest school sessions to support social skills, phonics interventions, a maths intervention, Numicon, and a maths challenge group.

Impact: how do we know what pupils have learnt and how well they have learnt it?

We work hard to ensure our curriculum meets the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. Our assessment procedures include talking to children, looking at their work, observing

their learning experiences and analysing data and progress by year group, class, groups and individuals. All Foundation Stage teachers meet weekly to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, four times a year, teachers assess the children's starting points, then update the progress the children have made and assess whether they are 'on track' or 'not on track'. The progress of the children is then discussed with parents in Autumn, Spring and Summer parent consultations. In previous years our assessment judgements have been moderated both in school and externally with local schools. The FS assistant Head has been a local Authority moderator for many years and therefore has led the moderation within school. In Summer Term 2 of FS2 the EYFSP is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

The impact is also evident demonstrated by the way the children transition into Year 1. The staff understand how the children's learning and the Early Learning Goals then lead into the National Curriculum. Our curriculum and its delivery ensure that children make good progress. During their time in our EYFS, children make rapid progress towards their age-related expectations before transitioning. Our high standards of progress and achievement are driven by an enriched curriculum, enabling environment, and rigorous assessment processes. This provides the children with the skills and knowledge and a love of learning, to go onto be successful citizens in the future.