EYFS Intent, Implementation, Impact Statement.

**Intent.** Why we teach what we teach

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 personal, social and academic skills and knowledge to have a smooth transition into Year One and beyond.

We believe that children learn through developing secure relationships and through, exploration, enjoyment and involvement in an environment that is safe, calm, and secure.

We aim to provide experiences which allow our children to thrive and to find awe and wonder in their environment, in the skills they are taught and activities they choose to complete. We aim to provide opportunities for them to explore their creativity and curiosity whilst developing a range of new skills and knowledge. An enabling environment which recognises the ‘unique child’ gives children the best chance to become well rounded, happy individuals and citizens of the future.

Through our curriculum design, we aim to give children time to follow their own interests, widen their knowledge and experience of their world and build experiences which develop new knowledge, understanding and skills to learn, both now, through KS1 and into their future. We believe that high levels of engagement are key to future success so therefore we aim to provide an engaging curriculum that has meaningful cross curricular links as well as promoting the unique child by offering thoughtfully planned and enhanced continuous provision.

The curriculum is designed to facilitate each child’s individual learning journey from their own starting points and in an age appropriate way. It recognises that initially children are interested and motivated by the familiarity of what they know. Over time, the curriculum aims to offer opportunities to broaden children’s understanding so that they are encouraged to learn about themselves, what is ‘on their doorstep’ and then to the world and beyond.

**Implementation**- how we teach what we teach

Our curriculum sets out key knowledge, understanding and skills for each area of learning in a developmentally age appropriate way. The overall direction of the learning is planned to inspire and to create interest whilst providing the flexibility for children to follow their own interests and ideas. We embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

• Playing and Exploring – children are encouraged to investigate and experience things, and ‘have a go’;

• Active Learning – children are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements;

• Creating and Thinking Critically – children are encouraged to have and develop their own ideas, make links between ideas and develop strategies for doing things.

Our Curriculum is designed, using the seven areas of learning, to help our children develop strong personal, social, emotional, physical and academic foundations which will allow them to develop as independent learners, individuals and future citizens. The Specific areas of learning build on the foundations laid through the Prime areas of learning. Therefore there is a strong emphasis on Physical development, Personal, Social and Emotional development and Communication and Language throughout the reception year.

We recognise that all children start school with different perspectives and having had a diverse range of experiences and opportunities. We work in partnership with parents, carers and prior settings to provide children with the best possible start to their education, so that they can reach their full potential.

We believe that developing key relationships ensures high levels of well- being amongst each cohort of children. Time is taken each day to speak and listen to children and engage them in conversation about their own learning. Our curriculum and enabling environment develops children’s engagement and independence through warm, supportive and challenging adult interactions which focus on the key learning behaviours of resilience, risk taking, reflection, cooperation, curiosity and evaluation.

Each day is carefully structured to ensure that children have direct teaching, but also learn alongside adults and independently through continuous provision. Through interacting with children in their own learning, teachers check for understanding, identify and respond to misconceptions and ensure that learning is embedded by keeping the ‘unique child’ at the forefront of all interactions.

Core texts are used to set a range of learning experiences within a context and to provide a language rich environment. Additional texts are used to support the children’s global awareness and develop cultural capital by reflecting the diversity within the school community and the world beyond. Key objectives and skills are used to focus learning and to ensure that the range of experiences on offer drive learning forwards for all children.

**Impact** How we know what children have learned and how well they have learned it.

We strive to ensure that our children’s progress across the EYFS curriculum is the best possible from their varied starting points. Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year 1.

Most of our children attain the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is also measured by how effectively it helps our pupils develop into well rounded individuals who embody our school’s Christian values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable citizens of the future.

By the end of the reception year our children:

* Are proud of their achievements and work hard, showing perseverance and resilience in learning to overcome challenges.
* Demonstrate excellent communication skills and show respect for others and tolerance of differing views when speaking and interacting with others.
* Begin to take charge of their own learning, become more independent, believe in their abilities and be open to new challenges.
* Show love for one another, by displaying kindness, respect and honesty and by developing an inclusive attitude and understanding of their place in the school and wider community.