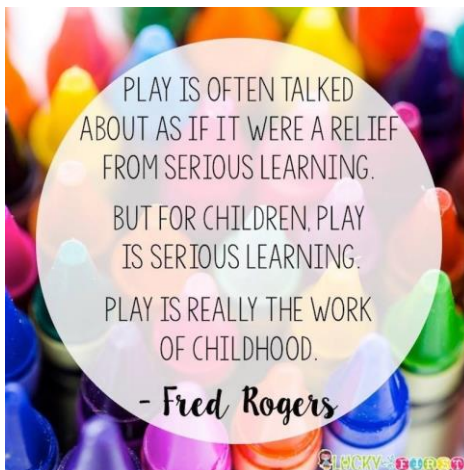




Early Years Foundation Stage – Intent, implementation and impact.

'With God all things are possible'



"We will provide children with a range of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Sir John Offley we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times. Communication is important to us and we greatly value the relationship that we develop with parents throughout the children's time in our EYFS"

Sir John Offley CE (VC) Primary School

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Nursery

Intent:



EYFS - Pedagogy

Sir John Offley method and practise.

Our shared understanding of how we help children learn.

'With God all things are possible'

Work hard, have fun, make history!

If children have fun it develops a lasting memory.

Our aim is to develop a firm foundation with strong, positive relationships with children, parents, carers and other adults involved in the children's learning and development.



A	E	I	O	U
Adult and child led learning.	Environments indoors and outdoors.	Interactions Quality conversations Extend children's thinking.	Observation based assessment Inform planning.	Understanding child development.

At our Nursery the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home. We respect that children have different starting points and we strive to provide a nurturing environment for all. We do this through providing a range of child led, hands on learning opportunities. We believe that the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. As such we provide many first hand experiences to underpin the children's knowledge, with the aim of broadening their understanding of the world around them.

We believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. In order to provide this climate we use positive language to build a positive sense of self. We provide an environment which will enable children to trust in themselves and in their peers, building resilience, ambition and integrity.

Every child is recognised as a unique individual and we celebrate and welcome the broad range of cultures within our community. We endeavour to make the children and their families feel valued, respected and empowered to make choices which influence their own

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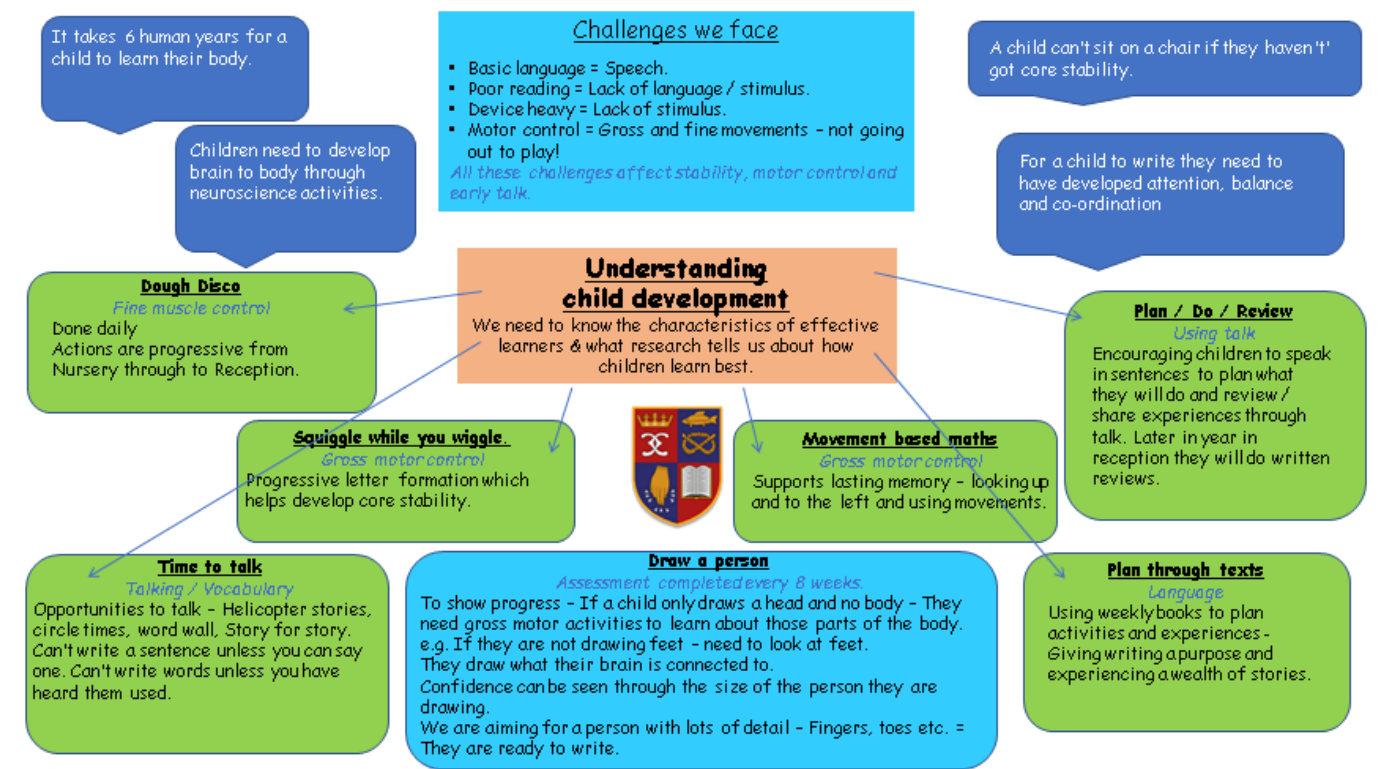
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lives for the better. In order to achieve this we promote positive attitudes to both learning and behaviour. This will enable the children to respect and value the fullness of themselves.

Community involvement and parental engagement form another essential part of our curriculum. Children leave the Nursery with a sense of belonging to a tightly knit community. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Implementation:



Across our EYFS, we follow the DfES Statutory Framework for the Early Years Foundation Stage 2021. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning to be cover in our curriculum.

Prime Areas

- Communication and Language
- Personal and Social Development
- Physical Development

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Specific Areas

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

During the autumn term, we will focus on the prime areas. These form the foundation of a child's learning. Once the children are secure in these areas they will begin to work on the specific areas of learning.

Across the week the children will take part in a daily dough disco and phonics session using the foundation resources from Little Wandle phonics scheme. We read a book a week which is then used to provide the children with a range of opportunities to complete child initiated and adult led tasks both within the indoor and outdoor learning environments. The practice and principles of continuous provision begin in the Early Years and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. During the Nursery day, children will have an opportunity to work independently, work collaboratively with their friends and work with an adult. The children take what they have learnt during the adult led sessions and further develop, explore and embed their learning during Continuous Provision.

We encourage parents and carers to come into the Nursery and work with their child, share their work and celebrate their successes through open mornings and WOW moment sheets. In addition to these opportunities we host regular family events throughout the year such as family lunches.

The children are encouraged to follow their personal interests and explore the world around them. We take a hands on approach to all learning and the children particularly enjoy planting, growing and harvesting fruits and vegetables in our garden.

We have a dedicated time focusing on health and self-care. We share a range of healthy snacks every day and we learn about the importance of a healthy balanced diet including caring for their teeth.

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Our specific aims for every child to complete over the year are:

Paint a self-portrait.
Go on a school day trip out on a coach.
Visit our local park.
Post a letter.
Observe a caterpillar turn into a butterfly.
Take part and perform in a church service.
Grow seeds into vegetables.
Make and taste porridge.
Go on a mini beast hunt.
Visit the local shop and café.

Impact:

We enjoy sharing the children's achievements through classroom 'lockers' where each child has an area to display their work. The work from their lockers is then put into their personal learning journey's each half term and we then use trackers to record progress and plan the children's next steps.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of Nursery.

The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Reception ready and have all of our school's core values embedded by the time they leave Nursery. These are: Love, Forgiveness and Aspiration.

We aim to instil a sense of awe and wonder into every child. Making them curious and inquisitive about the world in which they are living. We want our children to ask questions, to dream big and most of all, to recognise the potential within themselves.

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Reception

Intent:

In Reception, we recognise children's interests and prior learning before planning learning opportunities. We endeavour to provide first-hand experiences which make our curriculum purposeful and relevant. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children are encouraged to be independent in their learning, with adults facilitating as required.

Throughout Reception, children will have opportunities to develop their social skills and form positive relationships with peers and adults alike. They develop skills in turn-taking & sharing and are given opportunities to practise these skills in a safe and nurturing environment. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Implementation:

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum. These areas are:

- Communication and Language
- Personal and Social Development
- Physical Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

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A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. We constantly provide enhancement opportunities to engage learners and link to our topics following the children's interests. We encourage children to be independent in the continuous provision through the use of our 'Plan Do Review' system where we support children to be intrinsically motivated to complete a range of challenges and therefore take ownership of their own learning. As well as learning through the continuous provision, children also access some objective led adult directed activities in which adults teach children particular skills, with objectives taken from Development Matters.

Children take part in daily dough disco and synthetic phonics sessions, which follow the Little Wandle phonics scheme. As part of their phonic learning; skills are practised through regular reading sessions using texts matched to their progression. Children are encouraged to transfer the skills they learn into their independent reading and writing at home and in the continuous provision.

We plan a broad and balanced curriculum which provides children with a range of first-hand experiences and opportunities to get out into the local community.

Our specific aims for every child to complete over the year are:

Perform in a church service.
Go on a school day trip out on a coach.
Meet a teacher's pet.
Post a letter.
Observe a caterpillar turn into a butterfly.
Plan and perform a class assembly.
Grow seeds into vegetables.
Bake and decorate a cake.
Look up where you live on a map.
Visit the local shop and café.

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Impact:

We enjoy sharing the children's achievements through classroom 'lockers' where each child has an area to display their work. The work from their lockers is then put into their personal learning journey's each half term and we then use trackers to record progress and plan the children's next steps.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving a 'Good level of development' (GLD) by the end of the Reception year.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to have all of our school's core values embedded by the time they leave Reception. These are: Love, Forgiveness and Aspiration. When children leave Reception, not only are they Year One ready, but well-rounded individuals with positive attitudes towards learning.