

Crabtree Farm Primary School

Early Year Foundation Stage Intent, Implementation and Impact

By the end of EYFS, we want all our children to have experienced a broad and balanced curriculum that offers new experiences, follows our children's interests and allows them to reach their full potential; in a language rich learning environment that ensures they feel safe and happy at school. We want them to be equipped with the skills to continue their learning, with dreams and aspirations for the future.

Intent

At Crabtree Farm, we value the development of children as individuals. We recognise that all children are unique and we celebrate, respect and welcome differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children for their future successes. We inspire our children to become resilient, ambitious, happy individuals with a lifelong love of learning; ready to reach their full potential in an ever-changing world.

Therefore, our curriculum is designed to meet the cultural capital of our community by recognising children's prior learning and experiences. Our holistic child centred curriculum maximises opportunities for meaningful cross-curricular links and memorable learning experiences. It promotes the unique child by offering extended periods of play and sustained thinking in a language rich environment, following children's interests and ideas of the current year group. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant indoor and outdoor provision, alongside a range of motivating first-hand experiences, trips and visits.

We aim to:

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points.
- Plan for our children's interests and provide opportunities throughout our curriculum and indoor and outdoor environments, to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Provide warm, skilful adult interactions that support the children as they begin to link learning to their play and exploration.
- Provide high expectations encouraging children to develop perseverance and self-belief so that they can problem solve and achieve.
- Promote speech, language and communication opportunities to strengthen children's ability to learn and articulate their learning at a deeper level.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and prepares them to make a valuable contribution to society.
- Prepare children to reach the Early Learning Goals at the end of the Early Years Foundation Stage and ensure children make at least good progress from their starting points, supporting those who need additional help.
- Provide children with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond.

Implementation

Our curriculum follows the Statutory Framework for the Early Years Foundation Stage (EYFS), 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum.

At the end of EYFS the statutory EYFS Profile is completed for every child. Children are assessed against the Early Learning Goals, which set out the expected level children should have attained.

EYFS – Areas of Learning and Early Learning Goals			
Area of Learning	Early Learning Goal	Area of Learning	Early Learning Goal
Communication & Language	Listening, attention & understanding	Literacy	Comprehension
	Speaking		Word reading
Physical Development	Gross motor skills		Writing
	Fine motor skills	Mathematics	Number
Personal, Social & Emotional Development	Self-regulation	Understanding the world	Numerical patterns
	Managing self		Past & present
	Building relationships		People, culture & communities
		Expressive arts & design	The Natural World
			Creating with materials
			Being imaginative & expressive

The statutory framework for the EYFS identifies the requirements for safeguarding and welfare. 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. We aim to provide a setting that encompasses a safe and stimulating environment, where children are able to enjoy learning and grow in confidence and independence.

Through our knowledge of each child and ongoing assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. We follow a two year topic cycle driven by quality texts, alongside the children's interests, to ensure our children have a broad, balanced and progressive curriculum across our nursery (F1) and reception (F2) provision, taking into account their individual starting points and prior experiences. To aid the early development of our children, we strongly believe that they should develop the three prime areas first. This begins with our youngest children at the tender age of 3, who access our nursery provision. As the children grow and progress throughout their time in our Early Years, the prime areas will support them to develop skills in the four specific areas. By the end of EYFS we provide a robust transition programme, to ensure the children are well prepared for the move to year 1.

EYFS Topic Cycle		
	A	B
Autumn 1	Ourselves, Our Environment and People who help us. Settling into the EYC!	
Autumn 2	Celebrations	Festivals
Spring 1	Nursery Rhymes and Traditional Tales	
Spring 2	Animals	Dinosaurs
Summer 1	Our Diverse World	Our Natural World
Summer 2	Going Places	Magical Adventures

At Crabtree Farm our timetable is carefully structured so that children have the maximum number of opportunities throughout the day to learn through a balance of rigorous directed teaching, adult-led activities and child-initiated exploration within the environment.

Direct teaching includes:

- Phonics – we follow the Little Wandle Letters and Sounds Revised programme. Every child has access to a phonics session every day, with intervention opportunities for those who find this area of learning more difficult.
- Reading Practice Sessions – these take place in the reception (F2) year group and form part of our phonics programme. They happen in small groups three times a week, with a decodable reading book matched to the individual child's phonic level. The reading book then goes home with the child, for them to further practice their fluency of reading.
- Maths – we follow the Maths Mastery approach with an emphasis on learning key skills of number, patterns, reasoning and shape, space and measures, so that pupils develop deep understanding and the acquisition of mathematical language.
- Big Book – these daily sessions focus on a quality text, rooted in opportunities to develop language and combines topic and cross-curricular links.
- Handwriting – we follow the Pen Pals Handwriting programme for daily handwriting opportunities. These focus on gross and fine motor skills in nursery and develop to accurate letter formation in reception.
- Milk and fruit – these daily sessions have a variety of foci e.g. topic discussions, revisiting prior learning, modelling skills in the environment, 'Wow Collections' and children's interests, whilst also re-enforcing independent skills, good manners and expectations around eating and drinking.
- Circle Time – regular fluid sessions throughout the week to focus on Personal, Social and Emotional Development, specific to the individual needs of the class, as well as key skill development, rich language development, time in the polytunnel for gardening and opportunities to discuss ongoing interests of the children.
- PE – we follow the Real PE programme throughout the school. All children in nursery and reception have a weekly session delivered by a dedicated sports coach.
- Music – we follow the Music Express planning throughout the school, alongside bespoke planning. All children in reception have a weekly session and alternate weeks this is delivered by a dedicated music teacher.
- Story Time/Reading Time – all children have a daily planned session, to promote the love of reading and give further opportunities to hear rich language. These include stories, rhymes, poetry and non-fiction texts, as well as creating their own stories to share with their peers (helicopter stories).

Adult-led activities are delivered within the environment and tailored to the specific needs and interests of the children. This focused group time means the skilled member of staff can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning.

During the school day, plenty of time will be provided to engage in **child-initiated exploration** in the carefully planned environment; to work independently, work collaboratively with their friends and with members of staff.

Equal importance is given to learning in both our inside and outside environment. The provision within the environment is carefully planned to encompass the curriculum and ensure opportunities are present for our children to meet the expectations of the Early Learning Goals. The environment includes continuous provision, enhancements and explicit activities.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision, which supports children to develop key life skills such as independence, innovation,

creativity, enquiry, analysis and problem solving. At Crabtree Farm continuous provision is our wide variety of areas that include a core range of resources, which are always available for children to access all of the time, every day, throughout the whole year.

The enhancement resources to the continuous provision and the explicit activities in the environment are purposefully planned to take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary, which underpins the children's learning. This may be through the half termly topic or following individual children's interests. During child-initiated explorations the adults in the environment will facilitate the children's learning, through high quality interactions.

In addition, we love to provide our children with memorable experiences and a range of educational visits (including our local community) that link to our topics and will bring learning to life, providing the spark that enhances their learning in school.

Our inclusive approach means that all children learn together, but we have a range of additional interventions and support to enhance and scaffold children who may not be reaching their potential or to move children on who are doing very well. Crabtree Farm is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

The characteristics of effective teaching and learning are viewed as an integral part of all areas of learning, and as such our provision offers maximum opportunities for these to be developed and thus ensure learning takes place. These are reflected in our observations of children.

The characteristics of effective teaching and learning	
Playing and Exploring	Children investigate and experience things, and have a go.
Active Learning	Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
Creating and Thinking Critically	Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The adults in the setting collect evidence of children's learning throughout their time in EYFS. The evidence is recorded in the children's Achievement Records, which celebrate both child-initiated and adult-led opportunities. These include pieces of work, observations, photos, certificates, the child's reflective voice and the parent/carer voice.

We greatly value our partnership working with parents and carers. We regularly invite them into school to participate in 'Stay and Play' sessions, where we model teaching and learning in school that can inform parents/carers on what and how their child learns, and how this can transfer to the home environment (*Covid-19 allowing*).

We liaise with parents/carers daily during drop off and collections. These opportunities are used to discuss ongoing home reading and learning tasks, as well as celebrate daily successes. It also provides time for parents/carers to be involved in two way communication with school.

We keep parents/carers informed through termly open afternoons, written annual report and termly newsletters. The children's Achievement Records are shared during open afternoons, and we invite them to include their voice through messages to their children about the learning. We also encourage parents/carers to share regular wow moments on our 'Good News' cards, so we can celebrate success, as well as helping to inform us about the whole child.

Our regular monitoring of teaching and learning ensures that adults working in EYFS have a good subject knowledge and are effectively supported. We are focused on moderating outcomes across

the phase so that every member of our team feels confident in making accurate judgements about where individual children are and their next steps for learning.

Impact

The impact of our EYFS curriculum is reflected in having well rounded, happy and confident individuals, who have developed a lifelong love of learning and are equipped with the skills, knowledge and understanding for the next phase of their lives.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the expected standard in the EYFS Profile at the end of reception (F2).

Our curriculum is designed to meet 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. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data. We regularly assess where the children are, using ongoing observational assessments, evidence gathered in the children's Achievement Records and Development Matters 2021 (non-statutory guidance from the DfE) and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps.

At the end of each term, we complete summative assessments for all children. Statutory assessments are completed for the children in reception (F2) twice a year, in the first autumn half term for the Reception Baseline and at the end of the summer term for the EYFS Profile. These assessments are submitted to the DfE.