



## Whole School Curriculum Design: EYFS INTENT – IMPLEMENTATION – IMPACT



### **Intent**

The EYFS curriculum is based upon four themes:

A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. It is envisaged that if the first 3 are successful, they will all contribute to the last.

#### **A Unique Child**

At Broomhaugh CoE First School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Within our EYFS, we believe children are at the centre of their learning therefore, we uphold a strong child centred philosophy.

#### **Positive Relationships**

At Broomhaugh CoE First School we recognise that children learn to be strong and develop independence through forming secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All staff develop positive relationships with children, interacting positively and taking time to listen. We assign each child a 'Key worker' by week 3 of the child's starting date. Parents/carers will be informed of their child's keyworker in line with EYFS statutory requirements.

#### **Enabling Environments**

At Broomhaugh CoE First School we value the key role that the environment plays in supporting children's development. We recognise that children learn well in environments that cater to their individual needs and fully challenge all levels of development.

#### **Learning and Development**

The EYFS curriculum is made up of seven areas of learning which are split into two categories: Prime Areas and Specific Areas. The prime areas underpin all aspects of the EYFS curriculum. The prime areas are: Personal, Social and Emotional development, Physical Development and Communication and Language. Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

### **Implementation**

Recognising the importance of how a child learns is equally vital to their early education. The EYFS Statutory Framework clearly states that these characteristics of effective learning include: Playing and Exploring, Active Learning and Creating and Thinking Critically.

#### **Playing and Exploring**

At Broomhaugh CoE First School, we ensure that play is at the heart of learning. Through play our children explore, develop and engage in learning experiences which help them make sense of the world. The children communicate with others as they investigate and solve problems. They have the opportunity to practise new skills, develop ideas and think creatively as individuals and alongside others.

#### **Active Learning**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

#### **Creating and thinking critically**

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

#### **Planning and the daily routine**

Activities and resources are well planned to promote all 7 areas of learning whilst fully supporting the CoEL. The indoor and outdoor environments are utilised for both adult led and child initiated learning opportunities. The daily routine allows children to engage in adult led activities in both small and large group situations while high priority is given to child initiated learning through plan, do, review. Daily phonics takes place through a mix of whole class activities and targeted group work. The RWI program is embedded into the EYFS phonics curriculum. In EYFS we set realistic but challenging expectations that meet the needs of all children. We meet these needs through planning a wide range of opportunities that build upon and extend children's unique knowledge, experience and interests. We monitor children's progress and take action to provide challenge and support as necessary.

## Implementation

### Plan, do, review and the learning environment

High priority is given to child initiated learning in both the indoor and outdoor environments through plan, do, review. Children are given the opportunity to plan their own learning; thinking about where they will work and what resources they might need. During this child initiated session, the adult role is to play alongside children in order to challenge their thinking through the use of high quality, open-ended questioning. During review time, children assess their learning; discussing what they found out and if they would make any changes in future sessions. The children have their own planning books where they record their learning intentions. The planning book is used to support planning for future learning opportunities both adult led and child initiated.

### Indoor learning

A high quality, language rich learning environment is a key feature at Broomhaugh CoE First School. Following the 'Power of Reading' approach to literacy, ensures high quality texts form the basis of our curriculum. Carefully chosen texts; fiction, non-fiction and rhyme, are displayed and available for children to access at all times in the different areas of the classroom. The indoor environment is organised to ensure children are able to find and locate equipment and resources independently while allowing children to explore and learn securely and safely. The use of natural materials is encouraged to support creative thinking and language development. The learning environment is well planned and provides resources and opportunities to meet the children's current interests and offers challenge and differentiation for all. Key texts and intended vocabulary are progressive and shared with parents each half term. Displays include key vocabulary and have a clear focus on celebrating children's achievements.

### Outdoor learning

Being outdoors offers children further opportunities to explore, use their senses, develop their language skills and be physically active. All areas of learning are catered for in the outdoor environment with a strong emphasis on the PSED, PD, C&L and UW. Children are given the choice to work indoors or outdoors during plan, do, review sessions. The outdoor provision is reviewed and updated in line with children's attainment, interests and environmental changes. As well as child initiated, there are planned, adult led, outdoor learning opportunities. This ensures that all children are utilising the outdoor environment during the week. School provides children with waterproof suits to ensure access to the outdoor environment in all weathers.

## EYFSP

Throughout the child's time in EYFS, on-going assessments take place in relation to progress in the 7 areas of learning. This begins with a carefully planned baseline within the first 3 weeks of the child entering the setting. Children complete the Reception Baseline Assessment within the first 3 weeks alongside planned observations and interactions when accessing the indoor and outdoor environment.

We measure children's progress against their starting points of the baseline with the vast majority of evidence drawn from practitioner's knowledge of the child. The statutory framework 2021 states ***'assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'***

Each child's journey is recorded through a mix of annotated photographs, videos and outcomes of work which are shared with parents via Tapestry. Parents are equally involved in the process through uploading their own observations onto tapestry. Termly meetings with other settings involved with the child take place ensuring a holistic approach to building up a profile of each child.

### Impact

At the end of the reception year, judgements are made as to whether children have 'met' or are 'emerging into' the 17 Early Learning Goals of the EYFSP.

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Clear and progressive long term overviews for each AoL have been designed to ensure progress while maintaining a child-centred approach to learning. The plans, designed in liaison with subject leads, outline key vocabulary, skills, knowledge and understanding. Carefully planned progress indicators ensure children are ready to engage successfully in the national curriculum. Any children who have been identified as working at an emerging level are supported through targeted interventions in line with school policy.

As a school, we consistently exceed the National and Local Authority standards for children achieving Good Level of Development. The judgements of our school are moderated with other schools both within and from outside our LA cluster. This means judgements are secure and consistent with government guidelines.