

EYFS

Intent, Implementation and Impact

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| Intent | <p>Our Early Years provision is designed to ensure that children can learn through a play based curriculum alongside their peers and supported by highly effective Early Years practitioners who are skilled in delivering learning through play. The curriculum is intended to support children in becoming independent learners and to develop their characteristics of effective learning through exciting and creative continuous provision both indoors and outdoors that enables opportunity for child led play and adult directed activity. The curriculum responds to the learning needs and interests of the children and is underpinned by the four themes of the Early Years Foundation Stage curriculum.</p> | | | |
| Implementation | <p>Our Early Years curriculum is for our children aged 2-5 who attend our Seedlings class and is based around learning through play. The Early Years is where learning begins and where children develop characteristics of effective skills to support their life-long learning. Learning is concentrated upon three <u>Prime areas of learning</u>: Personal, Social and Emotional Development, Physical Development, Communication and Language</p> <p>Pupils will also access learning focused on <u>four specific areas of learning</u>: Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> <p>Running throughout these seven areas of learning are the <u>Characteristics of Effective Learning</u> which underpin learning and development across all areas and support the child to remain an effective and motivated learner. These characteristics are: Playing and Exploring, Active Learning, Creating and Thinking Critically</p> <p>The Early Years Curriculum has <u>Four Themes</u> that underpin the whole provision and it is important that we invest time in developing and understanding these themes.</p> | | | |
| | Planning and Teaching | Assessment | Learning through Play | Four Guiding Principles |
| | <p>All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each child to reflect children’s abilities and interests. Personalised planning and target setting places a focus on developing the prime areas of learning with a shift to include the specific areas as children are ready. Planning for continuous provision takes into account all seven areas of learning. Teaching and learning is responsive to children’s learning needs and interests. Observations of the children throughout the day is paramount to</p> | <p>Ongoing continuous and rigorous assessment is at the heart of the EYFS curriculum to ensure children are making progress towards the Early learning Goals and the outcomes of their EHCP. Baseline assessment is an integral part of the planning and assessment procedures within the EYFS curriculum and this can take up to 6 weeks to undertake for a new child to fully understand their learning needs and unique profile. PIVATS, Routes for Learning, the Engagement Model and bespoke sensory profiling tools are used to</p> | <p>Our Early Years Practitioners must be highly skilled in ‘play’ so that they can:</p> <ul style="list-style-type: none"> • provide the right environment for children to learn; • provide inclusion for all pupils, • role model play and learning in the provision; • demonstrate Characteristics of Effective Learning; • scaffold learning within the provision; | <p>A Unique Child Every child is unique and our class needs to observe and understand each child’s learning and development.</p> <p>Positive Relationships All children learn to be strong and as independent as they possibly can be through positive relationships with key workers. Key workers are key to our outstanding Early Years provision.</p> <p>Enabling Environments Children learn and develop best in enabling environments that respond to individual needs and where there is a strong partnership between practitioners and parents/carers.</p> |

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| | <p>extending learning and providing high quality provision.</p> | <p>capture small steps of progress within the EYFS. Evidence for Learning is used to capture daily, ongoing assessments of children towards the outcomes of their EHCP.</p> | <ul style="list-style-type: none"> • recognise when to stand back and observe and when to intervene to further develop learning; • provide the right balance of child led and adult directed play; • provide an engaging learning environment for children. | <p>Learning and Development Children learn and develop in different ways. For children to become the very best they can be, they need to be in an environment where they are valued as a unique child, where positive relationships are developed and where environments enable all children to be their best.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p> | <p>Our Early Years children will have gained the skills, knowledge and behaviour for learning needed to prepare them for the next phase of their education and learning. They have developed characteristics of effective learning and are able to engage with learning and make progress. Characteristics of Effective Learning will look different for each individual child and progress within them will not necessarily be linear. Progress is evidenced through observation, assessments and recorded through Evidence for Learning.</p> | | | |
| | <p>Playing and Exploring-Engagement</p> <p>By the end of EYFS, children will have developed an inquisitive nature; a love of exploring and finding things out. They will enjoy playing with toys and activities that are familiar to them and will be willing to 'have a go'. They will be able to engage with activities/games/adults that are familiar to them and that they enjoy. They will be open to exploring and finding out about new things.</p> | <p>Active Learning</p> <p>Children will be able to engage with activities and learning for longer periods of time and will be able to concentrate on developing a new skill and learning new things. They will have an understanding of what they need to achieve in an activity and will show enjoyment in succeeding and achieving. They will keep on trying if they are not successful at first. Children will show an awareness that they are part of a shared learning activity and that a particular outcome is expected.</p> | <p>Creating and Thinking Critically-Thinking</p> <p>Children will have their own ideas and be able to share these in their own way. They will start to make links between previous experiences and things they know and apply these to new experiences and learning opportunities. They will show independence in their learning and daily routines and will make decisions about how to do things.</p> | |