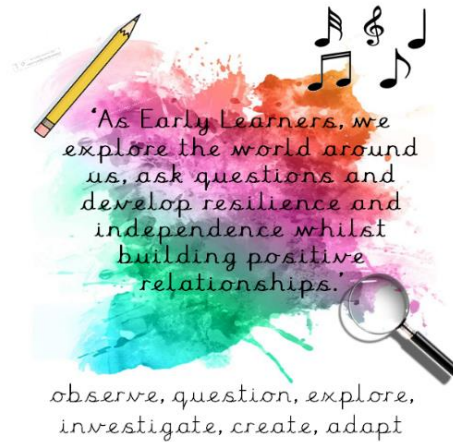




Pye Green Academy

EYFS Intent, Impact and Implementation



Intent

At Pye Green, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the Key Stage 1 curriculum. We provide pupils with a safe and stimulating environment that will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners.

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

We aim to ensure that pupils thrive within our EYFS and develop transferable learning skills for their school life and beyond.

Implementation

Our curriculum follows the new Early Years Foundation Framework and covers the 3 prime areas of learning and the 4 specific areas of learning.

Prime areas - communication and language, physical development and personal, social and emotional development

Specific areas – literacy, mathematics, understanding the world and expressive arts and design

We strive to ensure a purposeful balance between child initiated and adult-led learning to prepare children for their next stage of education.

Continuous Provision –

- We value the importance of positive and constructive play. Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside
- We provide enabling environments which are safe and stimulating allowing pupils to thrive
- There is a balance of open-ended resources and target activities linked to focus texts and themes
- Our environments and curriculum encourage curiosity and develop Characteristics of Effective Learning to help pupils to become lifelong learners
- Staff sensitively support and extend children’s learning through high-quality interaction

Phonics -

- Pupils participate in daily structured phonics sessions to develop their reading and writing skills.
- We are a Read Write Inc. school and use the 5Ps (pace, praise, purpose, participation, passion) to help develop the building blocks for reading, spelling and writing.
- Pupils are given engaging texts to match their phonic ability.

Reading -

- Pupils are taught to read via the RWI systematic phonics programme
- Daily stories are shared for pleasure and enjoyment and pupils are encouraged to join in with repeating refrains
- Whole Class Reading happens 3x a week in Reception using the VIPERS to develop vocabulary and comprehension skills. Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence. We use a mix of fiction, non-fiction and poetry to expose pupils to a variety of genres
- Engaging reading areas are available in the classroom

Writing –

- Pupils develop their fine motor skills and are encouraged and praised for mark making and ascribing meaning to their marks
- Pupils are then taught how to record the sounds they learn (Grapheme – phoneme correspondence)
- Pupils are then supported to use their sound fingers to record sounds in sequence before holding, building and recording sentences
- Pupils write for a variety of purposes both those that are child-initiated and those that are set by adults
- We teach pre-cursive letter formation to all pupils

Maths -

- Pupils in the Early Years are prepared for the National Curriculum by developing a solid conceptual understanding of number, shape, space and measure. The Early Years Foundation Framework is used to guide mathematical learning in the Nursery and Reception classes.
- We place a strong focus on subitising skills and conservation of number using concrete objects, models and images
- Pupils also have the chance to explore and apply their understanding during Continuous Provision
- White Rose and Power Maths resources to supplement and develop problem solving throughout EYFS

Targeted Interventions –

- Using frequent teacher assessments, staff identify pupils who need additional support. Targeted interventions are carefully planned and monitored to provide pupils with the support they need in order to consolidate their skills and apply them independently

Impact

The impact of our EYFS curriculum is shown through pupils' engagement, progress, sustained learning and transferrable skills. Pupils develop a wide variety of knowledge and skills and, as a result, achieve their potential and are 'Year 1 ready' by the end of Reception.

Observations -

Staff focus on quality interactions with pupils and record key moments that evidence progress and steps forward for the individual child. The observations form formative assessments that inform future planning and ensure pupils build on their current knowledge and skills.

Assessments -

Staff use timely assessments in Phonics, Reading, Writing and Maths to inform staff judgements and to adjust support as required. Pupils are assessed against the ELGs at the end of the year.