



Intent, Implementation and Impact *Improving outcomes for our youngest children from the very start.*

Intent	Implementation	Impact
<p>We aim to provide:</p> <ul style="list-style-type: none"> • Promote a love of learning. • An ambitious curriculum designed to encourage independent, inquisitive and happy learners. • A secure foundation of important and essential skills and knowledge that support children to enter and access the national curriculum at the end of the EYFS with confidence. • Carefully designed, meaningful cross curricular links are embedded to allow children to make links and connections within their learning, enabling them to know more and remember more. • A range of experiences to excite, stimulate and engage children into becoming lifelong learners from the very start of their education. • A curriculum and learning environment that is inclusive, welcoming, representative and accessible for all. • A purposeful environment that provides children with the resources and space required to develop their prime areas and 	<p>Children are provided with a variety of experiences to explore, through:</p> <ul style="list-style-type: none"> • Direct teaching • Collaborative learning with peers and/or adults • Adult inspired learning • Independent learning challenges • Child led purposeful play • Well-planned and carefully resourced learning environment both indoors and out. • Extended periods of uninterrupted play to allow for deeper learning opportunities and children to explore their own interests. • Children have free-flow access across the setting and the outdoor area. (Reception and Nursery are separate) • The outdoor area is accessible via free flow for the majority of the day. <p>Adult interaction is a high priority and the adults in the setting provide:</p> <ul style="list-style-type: none"> • High quality interactions that build good relationships between adult and child and ensure children are happy, feel safe and are ready to learn. • Plenty of opportunities for sustained shared thinking, conversation, vocabulary development and questioning are planned into the day. • Behaviours for learning, vocabulary, communication and language skills are modelled and encouraged by all the adults in the setting. <p>Children's learning experiences are well planned:</p> <ul style="list-style-type: none"> • The curriculum is carefully planned to allow for multiple cross curricular links to support children to embed their learning and know more and remember more. Experiential learning and the overlearning of important concepts, knowledge and skills supports children to master the curriculum and be confident to embrace new learning. • The curriculum is topic led and is designed around high quality reading texts that excite and engage the children, expose them to quality language and ambitious vocabulary, alongside motivating them to read for pleasure and see books as exciting opportunities to learn. 	<ul style="list-style-type: none"> • Children feel safe, happy and ready to learn. • Children are excited to come to school. • Children engage in learning independently and with confidence. • Children identify activities they enjoy and build resilience to persevere when faced with a challenge. • Children work collaboratively with others. • Children enjoy a variety of experiences both outdoor and inside. • Children make progress within the EYFS curriculum with the skills and knowledge they need to access the National Curriculum at the start of year 1. • Children develop the characteristics of effective learning to allow them to thrive as a life long learner. • Children transition to year 1 confidently.

<p>characteristics of effective learning alongside the specific areas of the EYFS.</p> <ul style="list-style-type: none"> • Partnership with parents to work throughout the year together to support the children's learning and personal development. • As smooth transition to KS1, preparing them with the knowledge, skills and attitude to support them to succeed in their next step. 	<ul style="list-style-type: none"> • Children are provided with many open ended, limitless experiences that allow them to develop their characteristics of effective learning along-side our school values of love, resilience, wisdom and respect. • Communication and language are prioritised within the setting as a vehicle to teach all the other elements of the EYFS. • The environment provides a variety of spaces, and resources, both inside and outside that encourage different aspects of the EYFS. • The environment provides for all areas of learning through predictable and reliable continuous provision that the children can rely on. (Role play, construction, sand/water etc) • These areas are then enhanced to support a variety of skill and knowledge development through the use of purposeful targeted provision that supports the children at each stage of their development. • The unique child is valued and learning opportunities adapted dependant on the needs and interests of the individual child where required. Children are supported or extended depending on their current need or ability. • Staff use the plan, do, review cycle when observing play and interacting with children to support them to move on from their current learning point or address misconceptions. • Our inclusive teaching ensures all children learn together. We do run additional interventions to support, enhance and scaffold children's learning when they may not be reaching their full potential or are having difficulty making progress. (Eg: Phonics intervention or fine motor support) 	
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