



Freegrounds Infant School – EYFS Intent, Implementation and Impact

Intent

Our intention at Freegrounds Infant School is to offer a curriculum that is ambitious, carefully planned and sequenced and rich in first hand experiences. The children's curriculum journey begins from their first day in EYFS and we strive to ensure that all children become confident, independent and curious lifelong learners. We aim to ensure that all children develop physically, verbally, cognitively and emotionally in an environment that is inclusive and values all cultures, communities and people.

It is our intention to:

- Ensure that children feel settled, safe and happy through positive relationships, consistent routines and enabling environments.
- Offer a wide range of exciting opportunities and real life experiences for the children to learn from, broadening their experiences and encouraging them to try new things and to relish new challenges.
- Provide an ambitious curriculum that is designed to give all children, including those who are disadvantaged and those with SEND, the knowledge, self-belief and cultural capital they need to succeed in life.
- Build the foundation of curriculum learning at our school, supporting the children with key skills that they will continue to build on as they journey through education and into adulthood.
- Ensure that the aims of the EYFS are met and that the curriculum is carefully and coherently planned across the 7 areas of learning.
- Support children in achieving our EYFS aspirations. *Funky Fingers*
- Recognise and respond to all needs, making learning accessible, personalised, purposeful and rich in opportunities for everyone to achieve the best possible outcomes.
- Provide a stimulating language rich environment where children can speak clearly, express their ideas and be able to understand and interact with others.
- Ignite a love of reading and a thirst to find out more.
- Establish positive relationships with parents and develop strong communication between home and school.
- Ensure that Children's Rights and British Values are at the heart of our ethos and culture and that the children are supported with their social, spiritual, moral and cultural development in order to become confident, happy and successful global citizens for the future.
- Develop the skills and expertise of staff through ongoing professional development.
- Equip our children with skills, knowledge and learning behaviours that enable a smooth transition and readiness for Year One.



Implementation

Our curriculum at Freerounds Infant School adheres to the learning and development, assessment and welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage and actively safeguards and promote the welfare of all of our children.

To implement our curriculum, we provide high quality, short whole class sessions and guided groups with an adult. These sessions include Phonics, Maths, Writing, Reading and fine/gross motor skill development. The children also have designated 'Discovery Time' throughout the day where they can choose their own learning through continuous and enhanced provision with their peers. This provides an opportunity for high quality interactions with the adults in the classroom to progress learning and build on each child's individual next steps. Staff adapt the provision accordingly, based on their skilled knowledge of the curriculum and progression in learning alongside their knowledge of the children and their interests and individual needs. We provide an effective balance of adult led and child initiated play to ensure the best outcomes for all pupils. Children also attend a daily collective reflection where they meet with the rest of the school to learn about key events and religious celebrations.

Each half term, we plan exciting topics for the children to ignite their interests and to form the foundation of curriculum learning and skills at Freerounds Infant School. Our curriculum is also led by our EYFS aspirations and the children's ideas and interests. Topics are flexible and further driven by observations of the children in their discovery time alongside one off events, special visitors, trips or interesting objects that enable the children to learn through first hand experiences. Topics can last varying times and follow new directions depending on the children's interests and next steps in learning.

We create a language rich environment through the use of songs, nursery rhymes and daily stories. Children are encouraged to become early readers through enjoyment of a variety of books and through the systematic teaching of Phonics. High quality texts are used as stimulus for topics and are chosen carefully to encourage children's speech, vocabulary and communication along with key teaching opportunities that link to both the curriculum and identified needs of the children. Representation is also a key consideration when selecting books to ensure the inclusivity of all children and to celebrate all people, culture and communities. Reading books match the children's Phonics knowledge and key texts are shared with parents via Google Classroom.

Children develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to different concepts and in real life situations. We build in opportunities to use mathematical skills throughout the school day and we role-play real life scenarios for children to form the foundation of fluency, reasoning and problem solving skills.

Our school environment is used to enable our children to strengthen their core muscles through physical play. We strive for all children to ride a pedal bike by the end of their first year in school. All EYFS staff are trained in 'Balanceability' to enable this goal and our outdoor area includes a bike track with pedal bikes and balance bikes that are accessible to the children throughout Discovery Time. The outdoor environment is open daily alongside the classroom and encouraged in all weathers to further stimulate and progress learning whilst building promoting the Characteristics of Effective Learning.



We understand the importance of parental engagement and believe that our parents play a crucial role in their children's education. We work hard to create strong partnerships between home and school. Tapestry is used as a way of celebrating 'Wow' moments within our provision and home Tapestry's are also shared and celebrated. Weekly newsletters for EYFS update parents on key dates and information, along with upcoming learning taking place in school with ideas on how this can be supported at home. Accessible weekly home learning is set in support of learning taking place at school along with supporting documents for Literacy and Maths. Parents are also invited to attend workshops in school to support their knowledge and understanding of how they can assist with learning at home.

Our EYFS team work closely with practitioners in Year One to understand Year One expectations and routines and to prepare the children with skills, knowledge, characteristics and learning behaviours that will support them in their transition. The EYFS profile is discussed and shared with our children's Year One teacher in readiness for them starting the next academic year.

Impact

The impact of our curriculum at Freegrounds Infant School enables children to develop detailed knowledge and skills across the seven areas of learning and to develop readiness for Year One.

- As leaders and practitioners we evaluate the impact of our curriculum by assessing what children know and can do. This is how we identify the children's next steps in learning so that we can further develop our curriculum and respond to learners' needs. The EYFS team understand and embed the principles of effective observation, assessment and planning. Practitioners use this information to carefully plan children's next steps in learning and to monitor their progress, adding extra scaffolds or challenges where appropriate.
- The impact of our EYFS curriculum can be further seen throughout KS1 and future school years as we strive to set the foundation and building blocks of learning. Children are also equipped with key vocabulary to aid their understanding of new topics and concepts.
- We have effective self-evaluation of our practice so that we know what we are doing is making a difference and can share best practice to ensure consistency across EYFS. We are reflective practitioners who work as a team to identify next steps within the year group and to action this accordingly or carry out further CPD.
- You can see the impact of the education we provide by our observations and assessments of children, talking to the children and adults and by how our staff are able to describe how well we know our children, their likes and dislikes and their learning needs.
- We believe that integral to teaching and learning is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning).
- Our children settle into our provision and create good relationships with staff and peers. They are happy and enthused to learn more.