



Intent, implementation and impact of the Early Years Curriculum at Coten End Primary School

Main Intent of the Early Years Curriculum

- To develop our children into enthusiast and inquisitive learners by understanding and following children’s interests.
- To provide exciting and inspiring opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure all children meet their next steps.

Main Impact of the Early Years Curriculum

- Early years at Coten End Primary School starts building the foundations to produce learners who can think for themselves, be resilient and face challenges with strategies to overcome and progress.
- Reception children complete their first year ready and prepared for the Primary Curriculum and reach a good level of development by the end of the Reception Year.

This is achieved through the following four focused intentions -

	Intent	Implementation	Impact
Intention 1 - To become effective learners	<p>To teach our children the strategies to become effective learners which will provide them with solid foundations to succeed in both the Early Years Curriculum and later in school life.</p> <p>Children will develop life skills in</p>	<p>All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Physical Development • Communication and Language • Literacy • Mathematics • Understanding the World • Expressive Arts and Design 	<p>We strive to ensure that our children’s attainment in all areas of the Early Years Curriculum are in line with or exceeding their goals when we consider the varied starting points of children. We intend that the impact is that children will be academically and physically prepared for life in school and later life.</p>

	<p>perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.</p>	<p>The EYFS curriculum is ambitious and carefully planned to demonstrate a clear sequence and progression of learning. Planning for this curriculum is designed to be flexible so that a child's unique needs and interests are supported.</p> <p>Staff are skilled at asking open ended questions to promote independent thinking and to challenge and support children's learning both within whole class teaching sessions and within free flow independent activities.</p> <p>Our approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. All children have access to an individual reading book which is matched with their own phonic ability.</p> <p>Daily guided activities are set up and planned that cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Areas of need and next steps are identified for all children to ensure good progress is made. The EYFS curriculum provides no ceiling to the children's achievements regardless of backgrounds, circumstances and needs. Barriers to learning are identified early and effective interventions are put in place to ensure that our most disadvantaged children are well supported. For our children with SEND, their curriculum is designed to be ambitious and to meet their own individual needs.</p> <p>There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice.</p>	<p>Children's learning is recorded in personal folder and through observations. 'Wow moments' are recorded on Tapestry, an online journal to record children's learning through photos and written observations. Staff use all of these to make formative assessments which inform future planning and areas for intervention, challenge and support. This ensures that children build on current knowledge and skills at a good pace.</p> <p>Children's progress is formally tracked termly, comparing children's attainment to specifically designed checkpoints. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged. At the end of the year, most children leave the Early Years Curriculum with at least a 'good level of development' against the Early Learning Goals.</p>
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<p>Intention 2 – To become a responsible citizen</p>	<p>To ensure that each child becomes a responsible citizen, developing social skills to engage within our school community and the wider world. To develop children's understanding of right and wrong so that they can make responsible decisions.</p>	<p>The teaching of Personal, Social and Emotional Development underpins our EYFS curriculum. Our staggered intake program over the first 2 weeks in September, allows staff to teach the daily routines of school life. It provides time to establish rules and expectations, ensuring that children feel emotionally and physically safe and settled in their new environment.</p> <p>Our PSED curriculum is planned and reactive, allowing staff to address any issues as and when they happen. The school's four golden rules are shared and established with children through use of stickers, certificates and assemblies.</p> <p>Children are given opportunities to work alongside each other and activities requiring collaboration and teamwork are essential in providing children time to work with others. Staff model working together to develop children's skills in this important area of learning. Adults play alongside children, supporting children to reflect on choices, make right decisions and deal with any conflict appropriately.</p>	<p>The impact we intend to achieve by developing this intention is demonstrated by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a tricky learning challenge.</p> <p>Children don't give up, are motivated to succeed and achieve and are equipped with all the personal skills to do this.</p> <p>Our children will have a clear sense of right and wrong and will use this knowledge to make the correct choices and to navigate differing viewpoints with their peers.</p>

<p>Intention 3 – To promote independence</p>	<p>To work with families to promote independence in both learning and social scenarios.</p> <p>To encourage children to promote a positive growth mind set so they are able to take on challenges confidently and with growing independence.</p>	<p>We keep parents informed and we meet regularly with parents and carers to ensure children’s transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This begins with a home-school visit which provides both school and home the opportunity to discuss each child. This ensures that transition into school is as smooth as possible. We also share our curriculum with parents through Welcome meetings, Introduction meetings, Come and Play sessions and Parent evenings. We keep parents well informed of children’s progress and next steps throughout the year with regular feedback of phonics and number assessments.</p> <p>All children are encouraged to ‘have a go’ and we strive to ensure that pupils are resilient and persevere when they meet a challenge. We plan activities to develop children’s growth mind set to encourage children to understand that mistakes are part of learning for everyone.</p> <p>Reception staff, subject leaders, Year 1 staff and the phase leaders liaise to ensure that the transition into Year 1 is as smooth as possible and information is shared to support this process and all children involved.</p>	<p>We have a strong parent partnership which allows teachers to provide regular feedback of their child’s progress both academically and socially. We provide parents with the information needed to support their child effectively throughout their first year of school.</p> <p>High expectations of our children create a secure environment where children feel confident to take risks and accomplish challenges for their own sake rather for external praise. Children demonstrate a positive ‘can do’ attitude when experiencing new things and learn from their mistakes. The transition into Year 1 is smooth and children are prepared for the challenges in the primary curriculum.</p>
<p>Intention 4 - To provide an exciting learning environment</p>	<p>To provide an exciting indoor and outdoor learning environment which stimulates and promotes both supported and independent learning.</p>	<p>We have a curriculum that is child-centred and that is based upon topics which create ‘Awe and Wonder’ through experiences to capture the children’s imagination and interest. We encourage active learning to ensure the children are motivated and enthused. We take time to get to know children’s interests and their likes to support learning.</p>	<p>The children themselves take ownership of their own learning environment. Children are responsible for the up keep of their own space including setting up the garden, assisting in choosing</p>

	<p>Children's learning is extended and challenged to ensure that they reach the Early Learning Goals and prepare them for the Year 1 curriculum.</p>	<p>Children have the opportunity to engage in a variety of exciting activities which are well matched with children's interest. Our large outdoor area allows children to develop physically and socially.</p> <p>'Continuous provision' is the resources that are provided for the children to explore freely. It is safe to explore, as well as challenging and engaging. Children demonstrate their development and progress through uninterrupted time in play. Children have the opportunities to extend their learning within a range of different areas in the classroom including role play and graphics areas. Role play areas are linked to specific learning themes to engage children e.g. The children can role play in a Chinese takeaway restaurant during our topic on China, Panda-monia. We strive to review and develop the activities that are available to the children to ensure that children are encouraged to try new things. Staff assess the play and learning constantly and review and extend skills needed when appropriate.</p> <p>Children complete a range of teacher led activities including whole class, small group and individual work with the Reception Staff. Ongoing independent and free flow activities are also available for children to access throughout the school day which are planned to support and extend children's learning. Independent activities are changed and adapted following ongoing formative assessments.</p> <p>Staff have high expectations of the children in their care and children are given opportunities to work more independently throughout the school year to prepare the children for the Primary Curriculum in Year 1.</p>	<p>activities, tidying away and maintaining their resources.</p> <p>Children are engaged fully in the continuous provision activities.</p> <p>All indoor and outdoor provision is well matched to both the children's interests and areas of development.</p>
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Contact Mrs Naomi Farmer (EYFS Phase Leader) for further information about the 'Intent, Implementation and the Impact' of the Early Years Curriculum at Coten End Primary.