




St John's Green Primary School

Learn to Live, Live to Learn

We 
Maths

We are all
writers ...

We are growing
our learning 

Curriculum Intent, Implement, Impact Statement

Subject: EYFS

EYFS Leader: Lucy Cook

Intent

At St. John's Green Primary School, the EYFS curriculum we offer sets the children up to develop a lifelong love of learning. Through nurturing curiosity, promoting challenge and offering unforgettable experiences we inspire the children to thrive in their learning. It is our intention to provide an engaging and stimulating environment that has a balance of adult led activity and child initiated play, that embraces all cultures, communities and people. We believe that all children feel safe and secure in our setting and explore the world around them, both inside and out. Play is at the heart of our EYFS curriculum and is an integral part of every child's learning. With the mix of consistent routines, positive relationships, inspiring teaching and stimulating provisions, we believe that all children will progress within their physical, communicative, social and emotional development. Our children become motivated, resilient, collaborative, reflective learners who make links between their learning. We believe this sets the foundation for the rest of their school journey from EYFS all the way through to Year 6.

Implement


In the EYFS we implement this through our environment, enriched play based curriculum, high quality first teaching and assessment for next steps. In our school we also:

- Plan, teach and deliver engaging lessons, following the big ideas and key concepts of St John's Green Primary School. Whilst also providing engaging play opportunities through a wide range of specifically focused provision.
- Believe that all children deserve to be inspired and enthused through topics of interest, based on the cultural capital of each cohort. Therefore, we may adapt and reflect on the planning overview as necessary to provide each cohort with bespoke planning.
- Recognise and understand the importance of encouraging the children to become independent learners, who show curiosity and seek challenging experiences in their learning.
- Value the importance of positive parental engagement and through our online learning journey, Earwig, we strive to provide parents with a snapshot of the children's learning at school, as well as building strong relationships before and after school.
- Ensure our setting is rich with language enhancing opportunities through nursery rhymes, stories, songs and discussions. Whilst also being supported by our in school Speech and Language team who provide support for children with speech sound difficulties and offer small group interventions to focus on understanding skills, as well as listening and attention skills.
- Teach a combination of ELS and explicit literacy lessons, focused around books and experiences, to scaffold the children's sentence structure through the use of our Writer's Toolkit and encourage independence through 'Hot Tasks'.
- Use songs, manipulative apparatus and engaging lessons and activities to expose the children to a variety of concepts based around number and numerical pattern.
- Provide opportunities for the children to work together, learn to share, tolerate delay and discuss their emotions as they arise through natural situations.




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- Develop their gross motor skills through 2 explicit PE lessons a week. We also provide daily opportunities where the children are encouraged to develop this further when exploring the Learning Garden, for example climbing, digging or rolling in the barrels.
- Model and encourage the use of a range of tools with good control, such as pencils, scissors and paint brushes, through provision set up in the classroom.

Impact

Through the delivery of our curriculum, we ensure that **all children** make good steps progress (from their individual starting points) towards meeting the Early Learning Goals. They also develop the characteristics of effective learning; playing and exploring, active learning, creating and thinking critically throughout the year.

A **majority of our children** reach the Early Learning Goals securely and meet the requirements for a Good Level of Development (GLD) by the end of the year.

Children with Special Educational Needs and Difficulties make progress from their baseline starting points. This includes socially, emotionally, physically, as well as academically through specific targets for the children, as set on their EHCP.

All children are supported in the transition to Year 1 and feel less anxious about the move to the next year group.