



Curriculum Intent Statement for Early Years Foundation Stage.

Our curriculum intent statement reflects the Christian ethos and vision statement of our school.

Value... Dream... Achieve...

As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, "...can do all things through Christ, who strengthens us" Phil 4:13.

Everyone is valued, we all achieve and our dreams for the future begin.

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family and the wider world. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

Intent

At Tarleton Holy Trinity C of E primary school, our EYFS curriculum aim is to support all of our children to develop into confident, happy and independent learners. The Early Years Foundation Stage (EYFS) is the stage of Education for children from birth to the end of their Reception year.

Through a nurturing environment, the children are enabled to develop the necessary skills, knowledge and attitudes to achieve fulfilling lives whilst embedding our Christian ethos of 'I can do all things through Christ who strengthens us.'

Through working in partnership with parents, we will:

- promote independence, perseverance and the confidence to 'have a go'.
- support the development of social skills, friendships and fundamental bonds.
- provide a safe, secure and loving environment for young children to develop, learn and explore.

Our intent is to secure solid foundations for learning and to nurture individual talents by offering a range of opportunities to support children's holistic development.

Implementation Statement

Pupils learn through a balance of child-initiated and adult-directed activities. The weekly timetables are carefully structured so that children have rigorous directed teaching in English, Mathematics and daily Phonic sessions. We also ensure regular Circle Time/ PSHE sessions to focus on C&L and PSED and Topic sessions to focus UW and EAD. We teach our RE syllabus as a stand-alone subject. These sessions are followed by group work where children work with a member of staff to consolidate their learning and this takes place through a directed task at a table or in a particular area of continuous provision. This focused group time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

The children take part in a 1-1 session, once a week with their key worker. During this time the children will spend time reading their home reading book, practising high frequency words and focusing any particular individual targets identified.

Children are provided with a wide range of opportunities to engage in 'exploration' throughout a variety of experiences, which are carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside classroom and the outside area and is planned in a cross-curricular way to enable all aspects of the children's development including UW and EAD as well as to promote sustained thinking and active learning. Preparation and planning is led by the EYFS teacher each week and is influenced by the children's interests and focus at the time.

Reading is at the heart of our curriculum. Children follow a highly engaging synthetic systematic phonics programme called 'Red Rose Phonics' written by Lancashire County Council to support them in meeting good outcomes for reading with the expectation for almost all children passing the Year One phonics screening. Topic themes in the EYFS are based on foundational ideas coming from the EYFS curriculum: from 'All about me' as part of PSED, to 'Changing Seasons' related to UW. From this, we link multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Children also enjoy reading a variety of books inside and outside of school through quality guided reading sessions and independent reading with adults. Children are sent home with a fully decodable phonics reading book that is tailored and suited to their individual phonics level, as well as a set of high frequency words that are appropriate for their phonics phase. A rigorous and



sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages throughout the delivery of the programme, children's reading attainment is assessed and gaps are addressed effectively.

We follow the 'White Rose' Maths approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of Mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. This approach to teaching Maths ensures children gain progressive mathematical knowledge and skills as they continue their journey through KS1.

Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. Some examples of this include our 'group intervention' provision in Maths, Phonics, Social and Emotional Development and Physical Development to promote fine motor skills. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

Class teachers record ongoing individual observations and photographs of children's learning and play and interests. These observations are used to support teachers make to informative assessments and inform potential next steps for each child, this includes careful consideration of children with SEND or are who are disadvantaged. Formal assessments are recorded linking to the Development Matters document and the Early Learning Goals. These summative assessments are completed termly to judge each child's progress in the 7 areas of learning. Their progress against the Development Matters age related expectations is monitored. This allows us to assess the impact of our teaching and decide if sufficient intervention measures are needed to help specific children. This is reported to members of the SLT during pupil progress meetings.

Our regular monitoring of teaching and learning includes: coaching, training sessions, lesson observations and book/ learning journey/ floor book scrutinies. The Reception teacher and support teaching staff receive relevant up to date training and keep up to date with important Government/Ofsted focuses and initiatives. We are also focused on frequently moderating outcomes across the year group. This is supported by external, small group moderations with other Early Years teachers within our local area (TARDIS).

Impact

At Tarleton Holy Trinity C of E Primary school, the children in our Early Years Foundation Stage will demonstrate high levels of engagement in both Child-Led and Adult-Led activities. By developing their speaking and listening skills, we are enabling them to access more areas of learning and communicate with adults and other children. They will develop concentration, persistence, co-operation and most importantly become willing and confident to 'have a go' knowing in their hearts that 'We can do all things through Christ who strengthens us' (Philippians 4:13).

The children will develop a sense of the wider world around them and will draw on these experiences during interactions with others, linking this to new learning. They will also be able to apply their knowledge to a range of situations, making links by explaining their ideas and understanding. The children will be confident to take risks and discuss their successes and failures with adults, drawing on their experiences to improve or adjust what they are doing.

From their own unique starting points, we expect all children, even those at risk of disadvantage, to achieve age-related expectation and/or make excellent progress academically and socially. All children will be given the best foundations to prepare them for a life-long learning journey.