



EYFS Curriculum Intent, Implementation and Impact

Intent-Why do we teach what we teach?

At Chaucer Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. At Chaucer Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in the Nursery curriculum. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximizes opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips.

High level of need, particularly around speech and language has an impact on progress towards literacy goals. Early intervention through the NELI programme and early support from speech and language is beginning to address this. Staff training has been implemented for the delivery of speech and language programmes. Books are evident across Early Years, planning is book based and children are familiar with a range of books/ stories in Reception and Nursery.

School will also continue to take part in the EEF (Education Endowment Fund) research programme PACT (Parents and Children Together), a language teaching programme for parents. This programme begins in Nursery and continues through into Reception for 30 weeks. This programme also supports reading and vocabulary development alongside the prime area of speech and language development. NELI (Nuffield Early Language Intervention) is designed to improve the spoken language ability of children in reception classrooms.



Our EYFS Curriculum aims to enable our children to be:

Competent and creative learner; who are curious about the world around them.

Secure and Confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skillful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

It is our intent to ensure all children will receive the reading of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

Implementation-How do we teach what we teach?

At Chaucer Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can 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.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. During these sessions the teachers reflect on three questions: "What do our focus individuals need to learn or are curious about? What embedded learning have we observed in this area? What can be changed to exploit the learning and interests of the children/individuals in this area?" In this way, we ensure that the children have agency over their environment and that the provision leads to depth of learning across the curriculum.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Bug Club program faithfully so that they meet good outcomes for reading with almost all children passing the Year One phonics screening. From this, we have chosen multiple high-quality texts



to create an integrated approach to learning from which pupils can experience the full curriculum.

In line with the rest of school, we follow White Rose Maths in Nursery and 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. Nursery pupils begin to develop these key skills during daily maths meetings where they explore sorting, quantities, shape, number and counting awareness. These early 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.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, Talk Boost and NELI. Staff also use every opportunity of the school day for example; lining up for play/lunchtime as a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Our regular monitoring of teaching and learning includes coaching and feedback from the phase leader using the Great Teaching: Reflecting on Classroom Practice so that teachers develop a good subject knowledge and are effectively supported. We tailor our staff CPD to be early years specific and are focused on moderating outcomes across the phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. This is alongside monthly Phase meetings where the team can share outcomes from training and any new initiatives or articles current to EYFS from Spotlight Magazine.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and 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 real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. In early years our environment and all our interactions and routines are intentional.



We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive topic webs to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and our stay and play sessions.

Impact- How do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked on Lancashire Tracker which enables us to measure our starting points against a national data set. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto Lancashire Tracker which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through pupil voice.

Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.