



EYFS Curriculum

Intent, Implementation, Impact

Intent Statement

At Calder Primary School, our EYFS curriculum is designed to encourage independent, inquisitive and happy learners. We recognise children's prior learning and starting points, and create a holistic curriculum that maximises cross-curricular links and builds strong foundations for their future. Hebden Bridge is a vibrant, creative and inclusive community, and we celebrate and build on this.

Every child is recognised as a unique individual, and we acknowledge and promote children's interests to provide them with the opportunities to follow their imagination and creativity. In Reception, we invest time into getting to know each pupil and their family, visiting each child in their previous EYFS setting and through a programme of transition, enabling us to plan learning which develops each pupil and builds progress from their own starting point. We celebrate the differences in our school and local community, and always strive to promote a love for learning. Pupils with Special Education Needs (SEN) are supported with additional transition and support planned for their needs to enable them to fully access the curriculum.

We recognise that children have a thirst for new experiences and knowledge, and should be provided with opportunities to engage their inquisitive minds. Therefore, we provide vibrant continuous indoor and outdoor provision, that follow children's interests, to support learners in investigating and developing their skills. We work in close partnership with parents and carers throughout the year to support their learning and to encourage children to reach their full potential. We also aim to support the transition from EYFS to KS1 and provide children with the skills and attitude they need to succeed throughout their education.

Implementation Statement

Pupils learn through a balance of child-initiated and adult-directed activities and challenges. The weekly timetable is carefully structured so that children have directed teaching in Mathematics, Literacy and Phonics every day. We have regular Circle Time sessions to focus on Communication and Language (C&L) and Personal, Social and Emotional Development (PSED) Topic sessions to focus on Understanding the World (UW) and Music, Art and DT sessions to develop Expressive Art and Design (EAD) in our weekly timetable. These sessions are complemented by carefully planned continuous provision where pupils have the opportunity to lead their learning and exploration and build on what they have learnt in group sessions. A combination of focused group work and learning observations of continuous provision enable the teacher and teaching assistant 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. We recognise the importance of adults interacting with children, taking the time to explore learning together and modelling communication and language, and so we ensure there is a balance between observations of pupils and these important interactions.

Children are provided with plenty of time 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 and outside classrooms 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. Pupils have 2 PE sessions each week, exploring a range of themes to develop their Physical Development (PD) including sports, dance, gymnastics and yoga. Pupils take part in Forest School for 12 weeks per year, using our school allotments and Redacre woods and developing their PSED and characteristics of effective learning. Regular visits and visitors are planned to further develop pupils experiences of the world around them, different cultures and religions. They also benefit from specialist teaching to introduce them to Spanish and for Forest School.

Reading is at the heart of our curriculum. Children follow the Read Write Inc scheme throughout EYFS and KS1 with daily phonics sessions and match home learning resources and reading books. As a result they meet good outcomes for reading with almost all children passing the Year One phonics screening. In line with the whole school, Reception have half termly topic themes for their learning. The themes are based on the EYFS curriculum for example “Marvellous Me” as part of PSED. Topics are supported by high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum. Children enjoy reading a variety of books inside and outside of school, visiting our school library each week and taking home a reading book for pleasure, to share with an adult at home. We have visitors to supplement this, and visit our local library too.

We follow White Rose Maths from Reception and throughout school with an emphasis on mastery maths; 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 lead 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.

Our inclusive approach means that children learn together in their child-initiated and foundation subjects, with small group work to target pupil progress in English and Maths. This includes, for example, a nurture group or additional 1-1 provision in Maths, Phonics and 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.

Our regular monitoring of teaching and learning includes: coaching and feedback from senior leaders and the Early Years Cluster of Schools from current, relevant training and professional development so that teachers and support staff develop a good subject knowledge and are effectively supported. We take part in external, small group moderations with other Early Years teachers and Calderdale Moderation Team to ensure staff are confident in making accurate judgements about where individual pupils are and their next steps for learning. In addition to this, our staff have regular contact and support with our SENCO for the Calder Learning Trust who helps to build subject knowledge of working with children who have additional needs or require more support.

We build strong links with parents and carers through transition meetings before children join Reception, catch-up meetings in mid-September, parent information meetings such as in phonics and twice yearly Parents' Evenings. We also have an open-door policy with staff available at the beginning and end of each day in the outdoor area for parents and carers to talk to. We use Tapestry for Learning Observations, which enables parents and carers to take an active interest in their child's learning and share their observations from home. We use Twitter to share our whole class news and learning and for parents to interact with too. We use the school's termly report times as a chance to share learning and progress, for example with a Christmas card that showcases their skills from term 1! Each child is assigned a key person who helps to ensure that each child's learning and care is tailored to meet their individual needs. The key worker support parents and/or carers in guiding their child's development at home and helps families engage with more specialist support as appropriate.

Impact Statement

We aim to ensure all children progress through a balanced and creative EYFS curriculum. We strive to ensure each child makes a very good level of progress through the Early Learning Goals, from their individual starting points. The ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. All children get the best possible start to their school life and develop the knowledge and skills to reach

and exceed their potential in KS1. To check that we are achieving this we take the following measures;

- Class teachers record observations and photographs of each child's whilst learning and playing. This is recorded using Tapestry software on iPad and linked to the Early Learning Goals. These observations are used to help teachers make formative assessments and inform potential next steps for each child, this includes careful consideration of support for children with SEND or who are disadvantaged.
- Summative assessments are completed half termly to judge each child's progress in the 7 areas of learning. Their progress against the Development Matters age related expectations is tracked. This allows us to assess the impact of our teaching and decide if sufficient measures are undertaken to help specific children. This is reported to members of the SLT during pupil progress meetings.
- Staff attend termly Early Years Cluster Meetings to share good practice and moderate judgements together.
- The assessment judgements are moderated by the Early Years team internally and externally by Calderdale annually.
- Parents are invited to provide evidence of their child's progress of learning at home through Tapestry and Twitter.

We strive to achieve a high standards of enriched play-based exploration alongside excellent teaching and assessment, as our children move through EYFS. Our creative and balanced provision of learning experiences enables our children to develop as happy, motivated, and independent learners ready for Year 1.