

Sparkwell

All Saints Primary

EYFS Intent Statement

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Intent

Sparkwell School believes that all children deserve an education rich in memorable experiences that allows our children's creativity and curiosity to grow, alongside the development of key skills and knowledge. We believe that offering our children a solid foundation and a love of learning based on our school values of responsibility, creativity, resilience, and respect, gives children the best chance to become happy and successful citizens of the world.

Our EYFS aims to provide children with a secure, safe, and active learning environment where children have the opportunity to lead their own learning. We understand that play is an integral part of learning, and this is at the heart of our early years' curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We also understand the importance of the relational approach and strive to create warm and positive relationships between staff and children. We aim to provide consistent routines for our young children and work to form collaborative relationships with parents as they are an integral part of their child's learning journey.

We believe that children have a natural curiosity about the world, and this should be encouraged. We feel the natural world is important for children's mental wellbeing and therefore outdoor learning is a key feature of our EYFS curriculum, and this includes fortnightly forest school sessions.

We recognise the crucial role that early years education plays in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

At Sparkwell School we prioritise a language rich environment using stories, rhymes, and songs. We promote a love of reading and books through our regular use of 'Drawing Club' sessions in which children immerse themselves in a text and learn new vocabulary. We use stories as an opportunity 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 to become confident communicators. We never shy away from teaching even complex vocabulary if it is relevant to a child's learning and interest.

Children are encouraged to become early readers through enjoyment of books and the systematic daily teaching of Bug Club phonics. They are given reading books matching their phonics ability as soon as they start reception class.

The children develop their mathematical thinking through direct teaching and exploration. We use schemes such as White Rose and the CBeebies programme, 'Number Blocks' for children to gain a deep understanding of numbers to 10. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We plan our school environment to enable our children to strengthen their core muscles through physical play. Children build their fine motor skills through daily dough discos and the programme, 'Squiggle while you wiggle' as well as other fine motor tasks. Children spend time outdoors in their natural environment in all weathers. They develop gross motor skills through exploratory, sensory experiences such as the sand, water, and gravel areas as well as bikes and trikes. Our learning environment is adaptable 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. The curriculum is taught through topics and themes which are enriched with classroom enhancements, trips, and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language, and communication development. All planning, however, is flexible and responsive to children's needs so plans can be adapted and changed depending on children's interests. We use objective led planning so children can naturally play, and adults engage in their play. Children's learning outcomes are met through this. Children may work with an adult on a one-to-one basis on activities such as reading, or an assessment activity.

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 enjoy using Tapestry to engage in their child's learning and share experience from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made based on accumulative observations and in-depth knowledge of the children by the teacher. These ongoing assessments are used to inform planning and next steps in teaching and learning. These may include interventions to support children in 'keeping up' or additional support from other agencies where necessary.

Impact

Our children will be actively engaged in their learning and the enjoyment of this learning will be apparent in their daily provision. Our young learners will be able to appreciate and understand the world around them, be aware of diverse cultures and appreciate and be respectful of the similarities and differences between themselves and others.

Children will be curious and ask questions about the world they live in. They will understand the need for looking after our environment and taking care of it. They will take risks in their learning, be keen to explore their learning and have a resilient attitude. They will know it is OK to make mistakes and that is part of learning.

Our early years children will be able to make sense of their world through our school values of resilience, respect, responsibility, and creativity and continue with these values in their learning as they successfully transition to year one. |

We aim to see children leave their reception year as confident, curious, learners who have effective communication and language skills and a drive to learn more.

K. Hyams

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