

EYFS Curriculum Intent

At Sibertswold, our intent for our EYFS children is to help children become independent learners right from when they begin school. Each child is recognised and valued as a unique individual and we celebrate and welcome differences within our school community. Our ethos is aimed at drawing on children's existing knowledge and experiences, celebrating cultures and broadening the children's horizons by teaching the skills needed for lifelong learning. Not just so they can complete school learning more easily and effectively, but also so they can develop a general purpose and set of habits and attitudes, which will serve them well throughout their lives.

We intend that our children will show our core values of love, justice, respect and gratitude in all that they do, being compassionate towards each other and embracing diversity and difference.

We intend:

To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

To understand and follow children's interests and provide opportunities through our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

To create a rich learning environment, inside and out, which supports the children's learning.

To support successful transition into Key Stage 1.

EYFS Curriculum Implementation

At Sibertswold we follow the Early Years Statutory Framework (2021) for the Early Years Foundation stage. This framework specifies the requirements for learning and development in the Early Years, and provides prime and specific areas of learning that have to be covered in our curriculum.

Our curriculum is child-centred and based upon experiences and topics that will engage the children. Whilst topic areas are planned, there is flexibility to embrace the children's likes and interests. All areas of the EYFS curriculum are followed and planned for to ensure that there is broad, balanced and progressive curriculum.

The children will learn new skills, demonstrate understanding and acquire new knowledge through the seven areas of the EYFS curriculum.

Personal, Social and Emotional Development
Physical Development,
Communication and Language,
Literacy,
Mathematics,
Understanding the World,
Expressive Arts and Design

These seven areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. During the week children will work with an adult to complete an English and Maths tasks and a range of child initiated tasks within the class environment, as well as a 1:1 reading session. A key aspect in the development of essential skills and knowledge is the use of continuous provision. This means that children are using and developing taught

skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Some activities are available for the children to access independently, and children are encouraged to pursue their own interests and ideas. Through observation and discussion, any next steps and areas of need are identified so that all children make good progress in relation to their starting points. Staff in the EYFS make regular observations of the children's learning to ensure that their next steps are met. These are collected in each child's individual learning journey. We regularly monitor the children's progress using 'Development Matters' and then ensure that our planning, environment and adult interactions support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

The Characteristics of Effective Learning underpin all areas of learning, and activities and challenges are planned to encourage children to play and explore, be active learners and create and think critically.

We have a commitment to promote a healthy lifestyle in our school, focussing on emotional and physical wellbeing. During snack time we encourage the children to talk about healthy eating and learning the importance of a balanced lifestyle to maintain our wellbeing. All of the children perform in a Nativity, receive awards in assemblies and participate in whole school events.

Working with parents is key to the children's progress. At Sibertswold we have a very 'open door' policy and in the EYFS class we have several opportunities for parents to come into school. Over the course of the year, EYFS parents are invited to an 'event' each term, including, a reading workshop, read with me sessions, stay and play and learn with me events. Parents are also kept up to date with what is happening in the class through frequent 'Tapestry' updates and weekly class newsletters.

We also support the children's transition into Key Stage 1. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1.

EYFS Curriculum Impact

As a result of our engaging curriculum, children will develop a thirst for knowledge and be life-long learners who will have the confidence to take calculated risks and show resilience when faced with difficulties.

Our children will have high levels of emotional literacy and be able to articulate their feelings, anxieties and aspirations for the future. They will be compassionate and empathetic towards others, embracing difference and diversity.

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also aim for children to reach the Early Learning Goals at the end of the reception year, and to be at least in line with National expectations.