



Early Years: Intent, implementation and impact rationale

Our Early Years provision balances discrete, intentionally planned learning opportunities alongside open-ended experiences for our children. We have a core curriculum which is structured and planned for the year, with flexibility to include additional opportunities for learning as they present. The structure of our timetable allows for a planned input by the teacher to be delivered; this is adapted to be group or whole class, based upon cohort specific needs and the children's developmental stage. The children access further planned learning opportunities within adult led and independent activities. This then extends to include our continuous provision activities where children are challenged and supported to apply characteristics of effective learning within a broader, open-ended context. All of the areas of the EYFS are evident across the classrooms and extend to outdoor learning where this enhances the provision.

<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
<p>Our Foundation Stage intent is:-</p> <ol style="list-style-type: none"> 1. To create a happy, safe and nurturing environment where children develop their independence as learners. 2. To provide a curriculum which is exciting and motivates children to love learning. 3. To create an environment where children develop resilience, friendships and positive relationships. 4. To ensure that learning is accessible for all and that 	<p>Across our EYFS, we follow the Early Years Statutory Framework. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.</p> <p><i>Prime Areas</i></p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Physical Development • Communication and Language development <p>A Speech and Language Therapist works closely with the Nursery and Reception staff to screen the pupils level of understanding and vocabulary on entry and plan support where necessary. Timely interventions</p>	<p>Through the delivery of a well-planned, child-led and challenging curriculum we aim that the pupils will leave the Early Years Foundation Stage as independent learners, with transferrable skills needed to start Key Stage One.</p> <p>This will be measured at the end of Reception as to whether the pupils have achieved a Good Level of Development.</p> <p>We aim that our pupils will leave our Foundation stage ready for the next stage in their education and ready for year 1 by:-</p>

<p>children's individual progress is valued.</p> <p>5. To provide a stimulating indoor and outdoor environment where children safely explore risks and challenge their own learning.</p> <p>6. To work closely and collaboratively with parents in order to ensure we value home experiences and develop a true reflection of the whole child.</p> <p>7. To effectively prepare children for the next stage in their school life.</p> <p>We will assess children on entry in order to build on the skills, knowledge and understanding that they have. This information is used to develop the children holistically and will ensure that all aspects of early childhood development are catered for.</p> <p>At Harpfield Primary Academy we promote a language-rich curriculum in our Early years and know that this is essential to the successful acquisition across the curriculum. The development</p>	<p>are delivered to support this such as Early Talk and Talk Boost.</p> <p><i>Specific Areas</i></p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design <p>We also incorporate the characteristics of effective learning (COEL) into all teaching and learning experiences.</p> <p>The children are taught the skills required in the EYFS through weekly or half-termly topics which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to wonder and ask questions about what they are learning and this information is used to plan subsequent lessons.</p> <p>Parents are regularly informed about their child's progress through <i>Evidence Me</i> and <i>Class Dojo</i> and they are provided with the expectations and requirements needed to meet the age-related expectations.</p>	<ul style="list-style-type: none"> • Using their phonics knowledge to read accurately with increasing speed and fluency. (We use Read, Write Inc as our phonics scheme from Nursery onwards to ensure consistency.) • Write correctly punctuated simple sentences. • Understanding and using early numbers. (We use Master the Curriculum alongside White Rose Maths to set solid foundations for children's learning.) • Having good personal, physical and social skills. • Enjoying, listening attentively and responding with comprehension to familiar stories and rhymes. • Demonstrating positive attitudes to learning through high levels of curiosity, concentration and enjoyment.
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of speech and language is identified as one of the most important parts of our schools early years' curriculum. The curriculum is progressive and coherently planned to incorporate child choice and to build upon the children's current knowledge.

Parents are provided with information on how to support their child at home and are invited to internal workshops. They are also invited in for Parents' Evening meetings to see their child's books and support their child with the development of key skills including name writing, spelling and number formation.

Children will listen intently and respond positively to adults and each other.

- Being resilient learners who are keen to learn and are proud of their achievements.