



## EYFS - Intent, Implement, Impact

### Intent:

Our intent is to provide a stimulating and nurturing environment where children in Reception can thrive and develop a love for learning. The curriculum aims to foster curiosity, creativity, and a sense of wonder as the children explore through play, exploration and adult-led activities. Our curriculum is designed to meet the diverse interests and needs of all children and we recognise that each child is unique and learns in different ways and at their own pace. Play is a fundamental part of early childhood development so the curriculum provides opportunities for the children to develop and build on their skills and knowledge through a range of engaging play opportunities. The curriculum is designed to identify and provide support for children's learning and we continuously assess children's progress to identify any additional support needs and provide interventions where necessary. The curriculum is designed to build strong relationships with parents/carers and we work closely with them to support their children's learning at home.

### Implementation:

We implement the EYFS curriculum through a combination of focussed learning and adult-led activities and child-initiated play. Our daily routine includes:

**Focussed and adult-led activities:** These are focussed sessions on specific areas of learning, such as maths, phonics, writing and creative development.

**Continuous provision:** A carefully planned and resourced environment that encourages exploration and independent learning.

**Outdoor learning:** Regular opportunities for children to learn and play outdoors, developing physical skills and a connection with nature.

**Circle time:** A dedicated time for singing, stories and discussions to develop communication and social skills.

**Fine and gross motor skills:** A dedicated time where children will work on building their muscles in their hands and fingers to support the development of early writing. This includes doh disco, cutting and threading. Each day the children will also take part in 'flappers' and a range of movement sessions to build up their larger muscle groups to support with writing.

## Impact:

We aim for the following positive outcomes for our Reception children:

- Confident and independent learners
- Children can express themselves effectively and listen attentively
- Children can count, compare numbers and solve simple problems
- Children will be able to recognise letters and be able to read books matched to their phonics ability.
- Children will be able to write simple words and captions applying their phonics knowledge.
- Children will be active and have developed good coordination and balance.
- Children will be kind and caring and respectful towards others.
- Children will be prepared to learn in year 1.
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By working together, we can ensure that every child in Reception has the best possible start to their education.

## Outdoor Vision:

Our vision is to establish an outdoor learning environment where children can have the opportunity to build upon their independence to fuel complex thinking, imaginative play, and supported risk-taking, nurturing resilience, confidence, and an enduring curiosity for the natural world.

- Children should be provided with the chance to record what they have learned comparative to their starting points at the end of every topic.
- As children progress throughout the school, they will develop a deep knowledge, understanding and appreciating their local area and its place within the wider geographical context.
- The impact and measure of this is to ensure that children at Coomb Briggs Primary Academy are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.
- Geography assessment is ongoing in order to inform teachers with their planning, lessons and differentiation.
- Summative assessment is completed at the end of each unit in order to track progress and make middle leaders aware of the skills that require further