

The three I's – Intent, implementation and impact

Intent - what do we want to achieve

We strive to ensure our Early Years setting is an environment which thrives on excitement, curiosity and discovery. We believe that each child deserves the best possible start in life and support to fulfil their potential. A child's experience in the Early Years has an impact on the rest of their lives and we endeavour to provide the opportunity for children to make the most of their abilities and talents.

The EYFS is based on four overarching principles:

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Within our schools, we recognise every child is a competent learner who is resilient, capable, confident and self-assured. We recognise children develop in individual ways and at varying rates. Children's attitudes to learning are influenced by feedback from others; we use praise and encouragement, to encourage children to develop a positive attitude to lifelong learning. We understand that all children develop at different rates and that sometimes children may need support with additional needs. We ensure that we are equipped with the skills to support early identification and work in partnerships with parents and other professionals to support all children to achieve their full potential.

Children learn to be strong and independent through positive relationships.

Within our schools, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Our key person system ensures that children settle quickly within our settings and assures families that staff have the best interests of their child at heart. We work in partnership with other professionals to further develop and enhance our parental support.

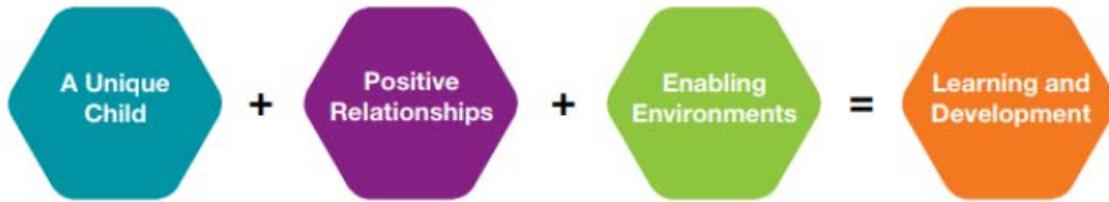
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

Within our schools, we recognise that the environment plays a key role in supporting and extending the children's learning and development. Our rich learning environments offer stimulating resources relevant to children's development. Through observation and interaction, we continuously assess the children's interests, stages of development and

learning needs. We plan challenging, achievable activities and experiences to extend children's learning.

Children develop and learn in different ways and at different rates

Within our schools, we recognise that children learn and develop in different ways and at different rates. We view all seven areas of learning as important and interconnected.



We strive to demonstrate a whole school commitment to the EYFS statutory framework to achieve quality in the Early Years, giving children the opportunity to fulfil their full potential. The children are presented with an appropriate curriculum which is designed to challenge and inspire while allowing them to be successful. The children are supported with a staff of highly qualified and experienced professionals. Our team supports your child in every aspect of their development to ensure academic attainment, but overall to ensure happiness and wellbeing.

Implementation - how are we going to achieve it

Our Early Years Curriculum is split into seven main areas. The three prime areas are:

- **Communication and Language** – Children have the opportunity to experience an environment that exposes them to rich language; they develop the skills and confidence to express themselves, to speak clearly and to listen in a range of situations. They are also encouraged to develop their understanding of language in terms of questioning and exploration of new vocabulary.
- **Physical Development** – All children will be provided with the opportunities to develop their co-ordination, control and movement of their bodies in terms of exercise and grip. Children will be taught the importance of physical activity and to make healthy choices in relation to food and lifestyle.
- **Personal, social & emotional development** - Development involves helping children to develop a positive sense of themselves and others; form positive relationships, develop respect for others; develop social skills and learn how to manage their feelings, understand appropriate behaviour in groups, and have confidence in their own abilities. We use the Zones Of Regulation to help children understand their emotions and the ways in which to manage these through both co and self regulation.

There are also four specific areas, through which the three prime areas are strengthened and applied throughout:

- **Literacy** – children will be taught to link sounds and letters and to begin to read and write. Children are supported to engage in reading in a whole range of contexts and begin to ignite a passion and love for reading and supports vocabulary development
- **Mathematics**- Within our schools, we follow a number sense approach to the teaching of numbers. This allows children to develop a deeper understanding of numbers and allows them to make clear connections throughout the different strands of mathematics. We deliver daily mathematical sessions to the children and this is followed up with focused provision activities and enhancements within the environment.
- **Understanding the World** – Children will explore and make sense of their local environment. They are encouraged to share their own experiences with the people around us, technology and our world and develop their understanding in these areas through exploration and questioning. We plan opportunities for children to develop their cultural capital through visits in the local area and inviting visitors into school.
- **Expressive arts and design**- we enable children to explore and play with a wide range of media and material, as well as providing encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

In our settings we meet the needs of all of our children through:

- Planning opportunities that build upon and extend children current knowledge, experiences and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.

The classrooms provide an environment where all learning areas can be explored and all resources are located so children can access them when necessary independently.

Our settings have their own outdoor spaces which also provides enriching environments for all children's development. Being outdoors provides opportunities for curriculum access in a range of different ways, and at a different scale to being indoors. It offers opportunities for the children to explore, use their senses and be physically active.

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in

isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals, at the end of Reception, and prepare them for future learning in KS1 and beyond. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

Impact - evaluation of success

Our curriculum meets the needs of all children and supports them to make good progress from their individual starting points. During their time in our early years, children make exceptional progress, with the majority of children reaching the national expectations which ensure children are ready to make the transition into Year One. We regularly evaluate how children are learning and progressing using ongoing observational assessments. We supplement through analysis of formative and summative data, in addition to staff, pupil and parent voice.