

Intent

At Park Lane, the EYFS curriculum places great value on the development of children as individuals. We provide them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately all of our pupils have high ambitions, go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is designed to provide an education and environment where challenge and excitement is intrinsically woven into the heart of the everyday learning experiences we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds. We recognise that children learn to be confident and independent through the development of secure relationships. Therefore, we strive to develop caring, respectful, professional relationships with the children and their families. As such, we prioritise personal, social and emotional development and communication and language in the Pre-school curriculum. Our enabling environment and warm, expert adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision.

Implementation

Pupils learn through a balance of child-initiated and adult-directed activities. In pre-school, children develop their fine motor, maths and phonics skills daily in directed adult led time, within their key workers, following this, they practise and embed these skills through their own initiated activities. In Reception, the timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics every day. These sessions are followed by group work where children work with a member of staff to develop their individual targets.

These focused group times, in both Pre-school and Reception means that the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Regular circle time sessions to focus on PSED are intrinsically woven into each week.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

Park Lane Primary School - EYFS

Intent – Implementation - Impact

All children including Pre-school, follow the Read, Write Inc program faithfully so that they meet good outcomes for reading with the majority of children passing the Year One phonics screening.

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during daily maths sessions where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Impact

At Park Lane, our curriculum and its delivery ensure that children make good progress. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept on our learning platform 'Seesaw' and also in children's own work books.

Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make rapid progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children. We achieve this through talking to children, looking at their work, observing their learning experiences and analysing data and progress.