



Our EYFS Curriculum Intent

At Mickle Trafford Village school, we are passionate about providing our children with the best possible start to their learning journey with us. Our EYFS curriculum is specifically designed to provide pupils with important foundational skills and knowledge that will later be enhanced and embedded in KS1 and beyond. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences. We want to enable curious minds and develop a love of learning through termly enquiry questions such as 'I wonder who I am?' and 'I wonder how it works?' Every child is recognised and celebrated as a unique individual. Therefore, we acknowledge and promote children's interests to provide them with opportunities to follow their imagination and creativity. Extended periods of play based learning ensure our children fully embed the characteristics of effective learning and that learning opportunities are endless. By the end of EYFS, we aim to foster a lifelong love of learning and ensure that pupils make good progress and are equipped with the skills and knowledge to ensure a smooth transition into Year One.

How do we Implement our curriculum?

Pupils learn through a careful balance of child-initiated and adult-directed activities and challenges. Each week, our pupils have daily phonics, story and mathematics inputs with opportunities to embed their learning throughout the week. In addition, pupils have regular circle time sessions that focus on communication and language and personal, social and emotional development. Examples include sharing our 'Chatterbox', joining in with "Helicopter stories" and 'Jigsaw' sessions which is a whole school mindful approach to PSHE. Our weekly timetable is carefully structured so that pupils also engage in weekly topic sessions that focus on Understanding the World and Expressive Art and Design. These sessions are followed by group work where pupils work with a member of staff to develop their individual targets, check for understanding and identify any misconceptions quickly. We understand the importance of Physical Development in EYFS and carefully plan activities every week to ensure our pupils develop their gross and fine motor skills. Pupils engage in a range of 'funky finger' activities throughout the week including 'dough disco', engage in a weekly directed PE session and access the range of outdoor equipment daily including a climbing frame, garden area and bikes/scooters.

Reading is at the heart of our curriculum. Children follow a highly engaging synthetic systematic phonics programme called 'Read, Write Inc' which develops pupils' fluency, confidence and enjoyment in reading. Pupils read daily as a part of this scheme and at all stages throughout the delivery of the programme, children's reading attainment is assessed and gaps are addressed quickly and effectively. When pupils are ready, they are sent home with a fully decodable phonics reading book that is tailored and suited to their individual phonics level. In addition to this, pupils are asked to choose a 'bedtime story' which they take home to share. This ensures pupils are accessing texts that are above their reading level with support from adults, with the aim of fostering a love of reading and storytelling. Throughout the week, pupils are immersed in a chosen text that is retold in a range of ways including

role play, using instruments and using actions and intonation. Books are placed carefully in the environment so that children can access them readily during their play based learning.

We follow the 'White Rose' Maths 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 teacher directed hands-on games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration within their play-based learning. Pupils are also supported to understand mathematical concepts through the use of numicon resources. This approach to teaching Maths ensures children gain progressive mathematical knowledge and skills as they continue their journey through to KS1.

We understand the importance of providing pupils with sustained time within the continuous provision in order to embed their learning and apply their knowledge and skills. Pupils are provided with a range of opportunities to engage in 'exploration' throughout a variety of experiences, which are carefully planned to engage and challenge them in the provision. Both our inside and outside provision is carefully planned to enable all aspects of the children's development and to promote active and collaborative learning. To ensure pupils have ownership over their environment, 'in the moment' planning is carried out by EYFS staff and individual interests are recorded to ensure the classroom environment is adapted and tailored to our pupils.

How do we monitor the Impact of our Curriculum?

Baseline: Prior to the children starting, staff take the time to understand each individual child's learning journey through talking to parents during home visits and discussions with previous settings including nursery and pre-school. Opportunities are also utilised to engage in conversations with any other agency involved to gain an understanding of the whole child. During the first few weeks of half term, staff take the time to understand each child's starting points in all areas of learning so experiences and activities can be planned to ensure progression. This is completed through careful observation, conversations with children and discussions between staff. To ensure we have an understanding of our children's language development, we complete the **British Picture Vocabulary Scale Assessment to gain an understanding of individual starting points**. In addition to carrying out our own baseline assessment, we complete the **Statutory Reception Baseline Assessment (RBA)** which focuses on 'Language, Communication and Literacy' and 'Mathematics'.

Ongoing Observation: Observations made by staff are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. 'Wow moments' are uploaded using Tapestry and shared with parents and carers.

Spotlight child: Each child within our setting will have time in the 'spotlight' three times a year where staff will spend more focussed time interacting and making observations of pupils to carefully plan their next steps and inform planning. Parents are encouraged to share 'wow moments', concerns and anything significant that is currently happening in their child's lives. Feedback is then provided to parents to give them an insight into their child's learning journey and provide ideas of how to help at home. In doing this, we hope to establish and build strong home-school relationships.

Termly Assessment: Every six weeks (half termly), staff will carry out phonics assessments and add to a phonics tracker to ensure quick identification of pupils who are not making expected progress. Pupils will be grouped accordingly and support put in place to ensure pupils 'keep up, not catch up'. Towards the end of each term, assessments are carried out by the class teacher to monitor progress and check whether pupil's are on track with end of term expectations. Parents are informed of progress through parents evenings and end of year reports. By the end of the Summer Term, the EYFS Profile is completed where the class teacher judges whether individual pupils have met the Early Learning Goals and have achieved a good level of development. The class teacher will then provide a narrative to parents and the Year One teacher.

The impact of our curriculum will be evident through our successful transition into Year One. Year One staff have a good understanding of how the ELG's fit into the National Curriculum and opportunities to continue to embed the characteristics of effective learning are provided.