



EYFS Curriculum - Intent, Implementation and Impact

Intent: why do we teach what we teach?

At St Hugh's we place great value on the development of children as individuals and providing 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 our pupils can be successful in life, go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital 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.

We have to teach the children high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language in the EYFS curriculum. Our enabling environment and warm, skilful 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 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, alongside trips, visits, walks and enhanced "wow" moments.

Implementation: how do we teach what we teach?

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics everyday with regular circle time sessions to focus on PSED & RHE. These sessions are followed by group work where children work with a member of staff to develop their personal, social and emotional



development, their understanding of different types of relationships and health education. This focused group time means 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.

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.

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program with fidelity so that they meet good outcomes for reading with a high percentage of children passing the Year One phonics screening. We have lots of opportunity for sharing books and promoting a life long love of reading.

We follow the Maths Mastery approach in Reception by following Mastering number by the National Centre for Excellence in the Teaching of Mathematics and Write Rose Maths, 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. 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.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Impact: how do we know what pupils have learnt and how well they have learnt it?

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in paper 'learning journals' which children use to reflect on their progress through



pupil voice learning is also shared through our computer communication platform – Dojo's.

Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS we support children to make good 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 in the power of play-based exploration alongside the rigour of adult supported activities – a rich diet of learning experiences is undoubtedly the best way to develop happy, curious children.